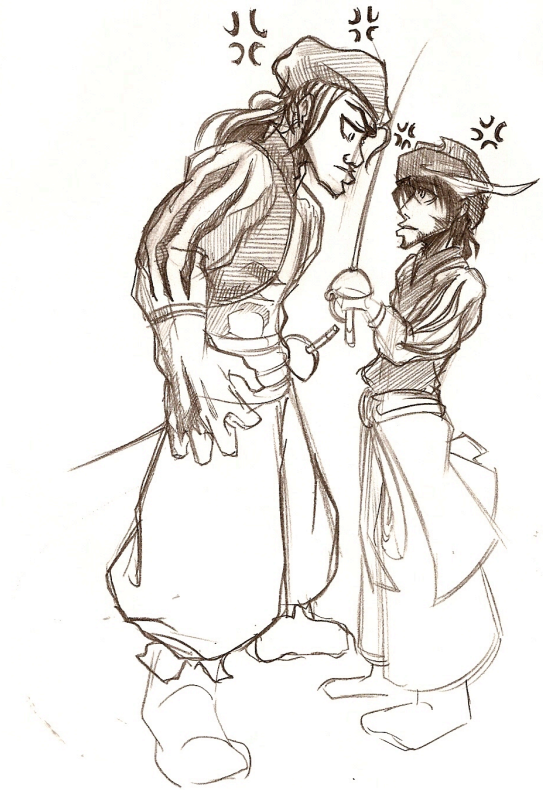


Study guide for Shakespeare's *Romeo and Juliet*, prepared by the students of John Marshall High School's Gifted, Highly Gifted, High Ability Magnet during the spring of 2007.

Cell 1 - SCENE I. Verona. A public place.



Quote: TYBALT -

What, art thou drawn among these heartless hinds?
Turn thee, Benvolio, look upon thy death.

BENVOLIO -

I do but keep the peace: put up thy sword,
Or manage it to part these men with me.

TYBALT -

What, drawn, and talk of peace! I hate the word,
As I hate hell, all Montagues, and thee:
Have at thee, coward!

They fight

Summary: Benvolio, of the house Montague, stops the Capulet and Montague men from fighting but Tybalt, of the house Capulet, picks a fight with Benvolio. Benvolio says that he was only trying to keep the peace but Tybalt ignores him and they fight.

1. Which house does Benvolio belong to?
2. Which phrase uses the correct meaning of the phrase, "look upon thy death" as in the quote?
 - a) To look at yourself as you die from a painful disease.
 - b) To look at others as they die from a painful disease.
 - c) To accept your death and just die.
 - d) To watch your life flashing before your eyes before you die.

9RW1.1 Vocabulary and Concept development: Identify and use the literal and figurative meanings of words and understand word derivations.

3. In the phrase, "I hate the word, as I hate hell, all Montagues, and thee" what does the word "hell" **symbolize** that allows you understand the phrase better?
 - a) The hottest thing on Earth.
 - b) The worst possible thing on Earth.
 - c) The best possible thing on Earth.
 - d) H.E. double Hockey sticks.

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

4. What other words can replace "put up" in the phrase, "put up thy sword" without changing its purpose.
 - a) Raise your sword as highest you can reach.
 - b) Raise your sword high and wave them like you just don't care.
 - c) Draw your sword.
 - d) Draw a picture of your sword.
 - e) sheathe your sword

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Cell 2 - SCENE I. Verona. A public place.

Illustration:



Quote: BENVOLIO -

Tell me in sadness, who is that you love.

ROMEO -

What, shall I groan and tell thee?

BENVOLIO -

Groan! Why, no.

But sadly tell me who.

ROMEO -

Bid a sick man in sadness make his will:

Ah, word ill urged to one that is so ill!

In sadness, cousin, I do love a woman.

Summary: Benvolio meets up with Romeo and Romeo explains why he is feeling sad. Romeo is in love with a woman but she would not return his love and Benvolio asks Romeo who it was. Romeo does not wish to speak of it and only tell him that it is a woman.

1. What is wrong with Romeo?
2. How is the word "Romeo" used today as an allusion to describe men?
 - a) Being a guy in love.
 - b) Being a guy from Rome.
 - c) Being a guy who poisons himself.
 - d) Being a girl who looks like a guy.

9RW1.3 Vocabulary and Concept development: Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word "narcissistic" drawn from the myth of Narcissus and Echo).

3. Which form of dramatic literature shows in the quote between Romeo and Benvolio?
 - a) Comedy, they are joking about all of the girls they've dated.
 - b) Tragedy, they are both crying because they got rejected.
 - c) Drama, they are speaking about the conflict experienced in how love can be sweet but cruel.
 - d) Dramatic monologue, they are both talking to themselves about their love quarrels next to each other.

9RL3.1 Structural Features of Literature: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, **drama**, dramatic monologue).

4. Where best might find the name of the women who Romeo first loved in the book?
 - a) In the *Romeo and Juliet* book itself, by Shakespeare.
 - b) In the Dictionaries, by Webster.
 - c) In the Thesaurus, by Webster, and look up a synonym for Juliet.
 - d) In www.findyourmate.com and put in *Romeo* as single.

9WS1.5 research and Technology: Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in depth field studies, speeches, journals, technical documents).

Cell 3 – SCENE II. A Street.

Illustration:



Quote: Servant -

To supper; to our house.

ROMEO -

Whose house?

Servant -

My master's.

ROMEO -

Indeed, I should have ask'd you that before.

Servant -

Now I'll tell you without asking: my master is the great rich Capulet; and if you be not of the house of Montagues, I pray, come and crush a cup of wine.

Rest you merry!

Summary: Capulet sends a Servant to send invitation to a party to everyone on the list that he has provided him with. The problem is that the servant can't read so he asks Romeo to read for him. Not knowing who Romeo is, he thanks him and invited him to the party.

1. Why did the Servant need Romeo's help?
2. What would be the connotative definition of the word "house" in the quote?
 - a) A place of warmth and rest.
 - b) A show that Romeo likes to watch.
 - c) A rich family with a well-known name.
 - d) A poor family with a not well-known name.

9RW1.2 Vocabulary and Concept development: Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

3. What is the relationship that is shown between the Servant and Romeo in the quote?
 - a) one of those We're-best-friends-Relationships
 - b) one of those We're-friendly-neighbors-Relationships
 - c) one of those Get-lost-you-dumb-beggar-Relationships.
 - d) one of those We're-friendly-strangers-Relationships.

9RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

4. How can "I'll tell you without asking" be changed into a passive voice?
 - a) I will be told by you without asking.
 - b) I will, without asking, tell you.
 - c) Without asking, you will be told by me.
 - d) Without asking I will tell you.

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the

passive voice.

Cell 4 – SCENE III. A room in Capulet's house.

Illustration:



Quote: Nurse -

Peace, I have done. God mark thee to his grace!
Thou wast the prettiest babe that e'er I nursed:
An I might live to see thee married once,
I have my wish.

LADY CAPULET -

Marry, that 'marry' is the very theme
I came to talk of. Tell me, daughter Juliet,
How stands your disposition to be married?

JULIET -

It is an honour that I dream not of.

Summary: Juliet, Lady Capulet, and her nurse are talking together about Juliet's thought about getting married to Paris. The Nurse wishes for Juliet to get married, she doesn't care who it is, but Lady Capulet wants Juliet to marry Paris. Juliet doesn't know that they are talking about Paris yet but she still has not given marriage any thought and doesn't wish to.

1. What does Lady Capulet and the nurse wish to discuss in Juliet's room?

2. How might "marriage" be explained differently in the book "Romeo and Juliet" and an Encyclopedia.

a) In the book it'll say "predetermined marriage" and Encyclopedia will say "sometimes predetermined marriage."

b) In the book it'll not explain how marriage works Encyclopedia will mention how marriage works.

c) In the book it'll say at what age the girl will marry & Encyclopedia will say a girl can marry whenever she wants to.

d) In the book it'll mention nothing about marriage and Encyclopedia will barely mention marriage.

9WS1.5 research and Technology: Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in depth field studies, speeches, journals, technical documents).

3. What is ironic about the situation in the quote?

a) Juliet is going marry the man she said she didn't want to marry.

b) Juliet told the maid to stay when she was told to leave before.

c) Juliet falls in love with their most hated enemy.

d) Lady Capulet asks Juliet's thoughts of marriage when she has it already all planned out.

9RL3.8 Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

4. How could a theme made by a student in his/her essay be improved

to sound more respectful to the audience?

- a) You can't force someone to love someone just because you want them to.
- b) You can force marriage, but you cannot force love.
- c) Forcing love isn't right.
- d) Do not trust anybody who says "let's get married" after the first date.

9WS1.9 Evaluation and revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Cell 5 – SCENE V. A hall in Capulet's house.

Illustration:



Quote: ROMEO - [To JULIET]

If I profane with my unworhiest hand
This holy shrine, the gentle fine is this:
My lips, two blushing pilgrims, ready stand
To smooth that rough touch with a tender kiss.

JULIET -

Good pilgrim, you do wrong your hand too much,
Which mannerly devotion shows in this;
For saints have hands that pilgrims' hands do touch,
And palm to palm is holy palmers' kiss.

Summary: Romeo and Juliet finally meet for the first time at the supper party. Romeo asks if he can kiss her hand. Juliet takes interest and

exchanges some comments between each other.

1. What does Romeo ask Juliet?
2. How do you spell the synonym of the word profane?
 - a) misues
 - b) spiritual.
 - c) misuse.
 - d) spiritial.

9WC1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

3. Which of these from the passage is a subordinate clause?
 - a) "Ready stand."
 - b) "Which mannerly devotion."
 - c) "For saints have hands."
 - d) None of the above.

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

4. Paraphrase "If I profane with my unworhiest hand"
 - a) If I use it well with my valuable hands.
 - b) If I use it well with my worthless hands.
 - c) If I misuse it with my worthless hands.
 - d) If I misuse it with my valuable hands.

9WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Cell 1
Act 1



Quote:

"ROMEO

Ay me! sad hours seem long.

Was that my father that went hence so fast?

BENVOLIO

It was. What sadness lengthens Romeo's hours?

ROMEO

Not having that, which, having, makes them short.

BENVOLIO

In love?

ROMEO

Out--

BENVOLIO

Of love?"

Summary: When the house of Montague get home from a fight, Benvolio wonders why Romeo is sad and assumes that it is because of love.

What did Benvolio think about why Romeo was sad?

How does Benvolio's being Romeo's cousin affect the reason that Romeo and Benvolio are having a conversation?

- A) Benvolio is part of Romeo's family, so he notices that Romeo is sad and doesn't care too much.

- B) Benvolio being part of Romeo's family allows him to know how Romeo acts normally and sees a difference so he wants to make Romeo even sadder.
- C) Because Benvolio is part of Romeo's family, he is told that Romeo is sad, so he is worried for his family member.
- D) Benvolio is a part of Capulet House, so he wants to get closer to Romeo so that he can kill Romeo.

10RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

What kind of person is Romeo and how can you tell?

- A) Romeo is very sensitive because he is lacking love and becomes sad.
- B) Romeo is a tough guy because he can endure his cousin's yapping.
- C) Romeo is a bad guy because he dumped his girlfriend for Benvolio.
- D) Romeo is a nice guy because he listens to Benvolio's yapping.

10RL3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy

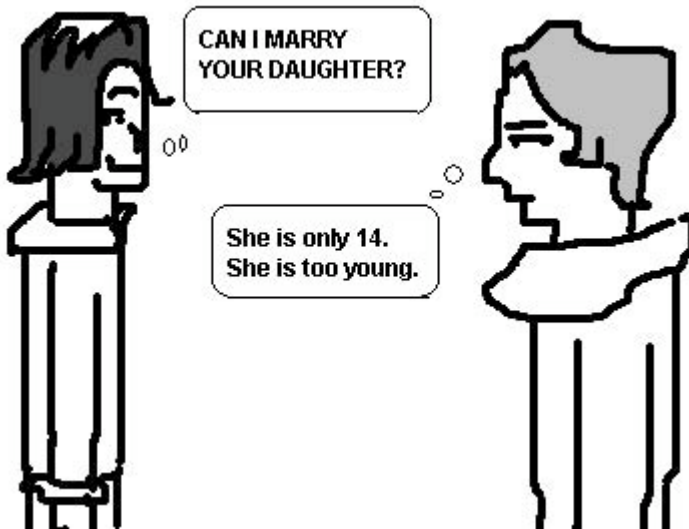
What word is being used figuratively in the given sentence and what is the literal meaning?

"What sadness lengthens Romeo's hours?"

- A) Sadness. The literal meaning is the amount of sad with in the person.
- B) Hours. The literal meaning is a measurement of time containing 60 minutes.
- C) Lengthens. The literal meaning is the distance from one point to another.
- D) Sadness. The literal meaning is being sad.

10RW1.1 Vocabulary and Concept Development: Identify and use the literal and figurative meanings of words and understand word derivations.

CELL 2
ACT 1



Quote: " **PARIS**

Of honourable reckoning are you both;
And pity 'tis you lived at odds so long.
But now, my lord, what say you to my suit?

CAPULET

But saying o'er what I have said before:
My child is yet a stranger in the world;
She hath not seen the change of fourteen years,
Let two more summers wither in their pride,
Ere we may think her ripe to be a bride.

PARIS

Younger than she are happy mothers made.

CAPULET

And too soon marry'd are those so early made."

Summary: Paris asks Capulet if he can marry Juliet and Capulet replies by saying she is too young so Paris says that there are mothers that are younger than him and Capulet they were married too young.

What did Paris want with Capulet?

What is the main and subordinate clause of the following sentence?

“And too soon marry'd are those so early made”

- A) Main clause : there's no independent clause
Subordinate clause : those are marry'd
- B) Main clause : And too soon marry'd
Subordinate clause : Those so early made
- C) Main clause : Those so early made
Subordinate clause : And too soon marry'd
- D) Main clause Those so early made
Subordinate clause : Those that are made earlier

10WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens)

In the following sentence, which word should you change so that it is contemporary?

And too soon marry'd are those so early made.”

- A) made should be changed to maked
- B) soon should be changed to son
- C) marry'd should be changed to married
- D) early should be changed into late

10WC1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

In the following two sentences, are there any parallel structures?

But saying o'er what I have said before

My child is yet a stranger in the world

- A) no
- B) but saying o'er and I have said before have parallel structure.
- C) child is and but saying have parallel structure
- D) a stranger in the world and have said before have parallel structure

10WC1.2 Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Cell 3
Act 1



Quote:

"At this same ancient feast of Capulet's
Supps the fair Rosaline whom thou so lovest,
With all the admired beauties of Verona:
Go thither; and, with unattainted eye,
Compare her face with some that I shall show,
And I will make thee think thy swan a crow."

Summary: Romeo reads the invitation list for a party and sees that Rosaline is invited so he decides to go.

Why does Romeo want to go to the party?

What purpose might Romeo express his feelings for Rosaline?

- A) He expresses his feelings for Rosaline to create a dramatic monologue
- B) He expresses his feelings for Rosaline to create a dramatic scene
- C) He expresses his feelings for Rosaline because this scene is very tragic
- D) He expresses his feelings for Rosaline because Romeo and Juliet is a comedy

10RL3.1 Structural Features of Literature: Articulate the relationship between the expressed purposes and the characteristics of different

forms of dramatic literature (comedy, tragedy, drama, dramatic monologue).

What kind of imagery is being used here?

Go thither; and, with unattainted eye,
Compare her face with some that I shall show,
And I will make thee think thy swan a crow

- A) temporal imagery
- B) visual imagery
- C) sequential imagery
- D) auditory imagery

10RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal

Is the following sentence written in active or passive voice?

"I will make _____"

- A) it is written in passive voice. In active voice, it would be: ___ will be made by me
- B) it is written in active voice. In passive voice, it would be: ___ will be made by me
- C) it is not written in passive voice. There is no way to make it passive.
- D) It is not written in active voice. In active voice, it would be: I will make ___

10WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Cell 4
ACT 1



Quote:

JULIET

Good pilgrim, you do wrong your hand too much,
Which mannerly devotion shows in this;
For saints have hands that pilgrims' hands do touch,
And palm to palm is holy palmers' kiss.

ROMEO

Have not saints lips, and holy palmers too?

JULIET

Ay, pilgrim, lips that they must use in prayer.

ROMEO

O, then, dear saint, let lips do what hands do;
They pray, grant thou, lest faith turn to despair."

Summary: During the party, Romeo spots Juliet and compares their lips to praying hands then kisses her.

What did Romeo do to Juliet?

If Romeo were describing a past event by saying what he said in the quote, what literary device would be used?

- A) foreshadowing
- B) flashback

- C) allegory
- D) iambic pentameter

10RL3.6 Narrative Analysis of Grade-Level-Appropriate Text: Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

What might be a thesis that a person would come up with by looking at the quote above?

- A) Romeo is a sensitive person and can represent boys who have been heart broken
- B) Romeo is a sweet talker and can represent boys who want some one to love
- C) Romeo is a strong willed person and can represent some one who wants to be loved
- D) Romeo is an idiot who doesn't like to be in love

10WS1.1 Organization and Focus: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing

Judging by the clues in the text, what might a person conclude about the relative age that this story was written?

- A) because teenagers are talking about saints, it was written in a time where churches had a lot of power
- B) because Romeo is trying to sweet talk this girl, this was written in the contemporary world.
- C) Because Juliet kissed him, it was written during the hippy age.
- D) Because Juliet called him a pilgrim, it was written when the pilgrims were journeying to America

10RL3.12 Literary Criticism: Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).

Cell 5
ACT 1



Quote:

"Nurse

His name is Romeo, and a Montague;
The only son of your great enemy.

JULIET

My only love sprung from my only hate!
Too early seen unknown, and known too late!
Prodigious birth of love it is to me,
That I must love a loathed enemy."

Summary: One of Capulet's maids tells Juliet that he was from the Montague house so Juliet falls into despair.

What did the maid tell Juliet?

Juliet's loving some one that she hates can be an example of which of the following devices?

- A) Ambiguities
- B) Subtleties
- C) Contradiction
- D) Irony

10RL3.8 Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text

What theme can be shown from Juliet's loving someone she hates and in what other books can it be found?

- A) Juliet's loving someone she hates is like Star War's Darth Vader's affair with Luke's Mother
- B) Juliet's loving someone she hates is like Ash's love for his friend Pikachu in poke'mon.
- C) Juliet's loving someone she hates is like Frankenstein's love for the family in the cottage that he was spying on
- D) Juliet's loving someone she hates is like Odysseus' love for his wife.

10RL3.5 Narrative Analysis of Grade-Level-Appropriate Text: Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

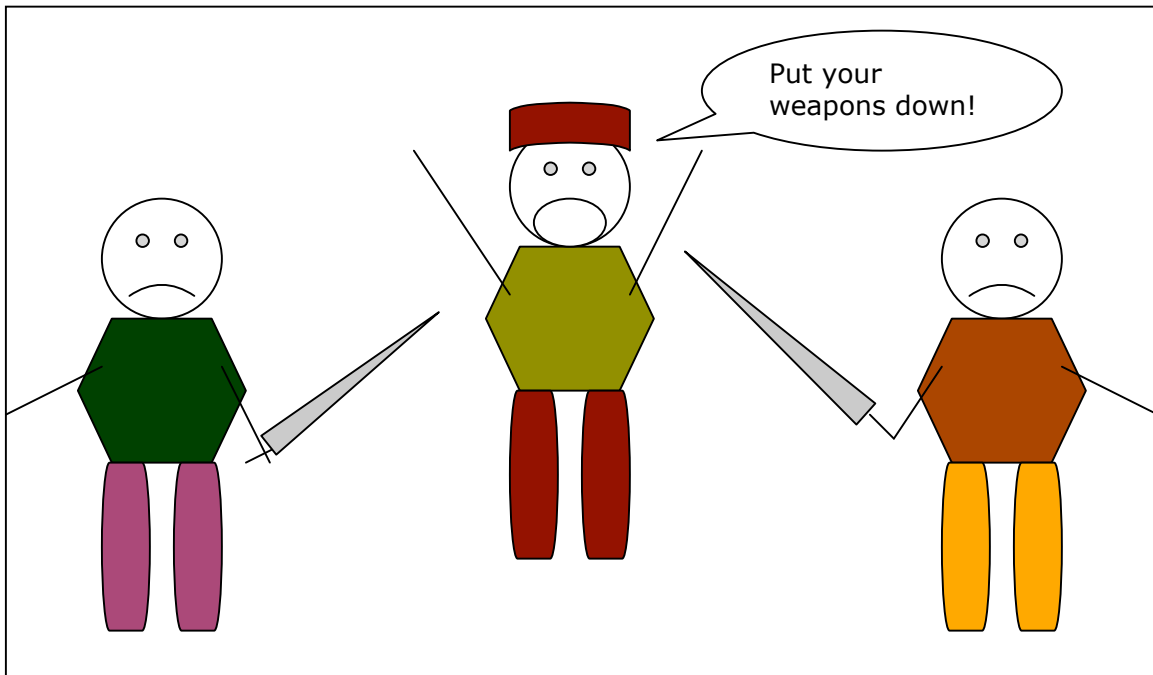
When Juliet says "My only love sprung from my only hate! Too early seen unknown, and known too late! Prodigious birth of love it is to me, That I must love a loathed enemy," how does it affect her tone?

- A) By using harsh words like *loathed*, and saying what she said as if it was a bad thing, she made it seem like she was frustrated
- B) By saying that she loves someone she hates, she is contradicting herself and makes it seem like she says it with a snobby attitude.
- C) By saying that she there was a prodigious birth, she makes it seem like she is talking with great happiness because a baby was born.
- D) By saying that she found out too late, she makes it seem like there is something bad that is going to happen. This makes it seem like she is talking with great anger.

10RL3.9 Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text

Romeo and Juliet
Act I

Study Cell 1



Quote:

PRINCE

Rebellious subjects, enemies to peace,
Profaners of this neighbour-stained steel,--
Will they not hear? What, ho! you men, you beasts,
That quench the fire of your pernicious rage
With purple fountains issuing from your veins,
On pain of torture, from those bloody hands
Throw your mistemper'd weapons to the ground,
And hear the sentence of your moved prince.
Three civil brawls, bred of an airy word,
By thee, old Capulet, and Montague,
Have thrice disturb'd the quiet of our streets,
And made Verona's ancient citizens
Cast by their grave beseeching ornaments,
To wield old partisans, in hands as old,
Canker'd with peace, to part your canker'd hate:
If ever you disturb our streets again,

Your lives shall pay the forfeit of the peace.
For this time, all the rest depart away:
You Capulet; shall go along with me:
And, Montague, come you this afternoon,
To know our further pleasure in this case,
To old Free-town, our common judgment-place.
Once more, on pain of death, all men depart.

Summary:

After a fight the servants from both households, the Capulets and the Montagues, started, the prince speaks. He is enraged, and tells the men to put down their weapons and listen to him. He tells them that with their rage they destroy everything. The only thing they gain is "purple fountains" of blood. He says that Capulet and Montague have disrupted the peace once more. If they disrupt the peace one more time, they will lose their lives.

1. Who sparked the fight between the two families?
2. Which word best replaces the underlined word below?

"...you men, you beasts, That quench the fire of
your pernicious rage..."

- a) destructive
- b) forceful
- c) disrupting
- d) caustic

9rW1.0 Vocabulary development:

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

3. In which phrase does the underlined word have the most negative connotation than the one below?

"...old Capulet, Montague,
Have thrice disturbed the quiet of our streets..."

- a) "... old Capulet, Montague, Have thrice disrupted the quiet of our streets..."
- b) "... old Capulet, Montague, Have thrice agitated the quiet of our streets..."
- c) "... old Capulet, Montague, Have thrice perturbed the quiet of our streets..."
- d) "... old Capulet, Montague, Have thrice alarmed the quiet of our streets..."

9RW1.2 Vocabulary and Concept development:

Distinguish between the denotative and the connotative meanings of words and interpret the connotative power of words.

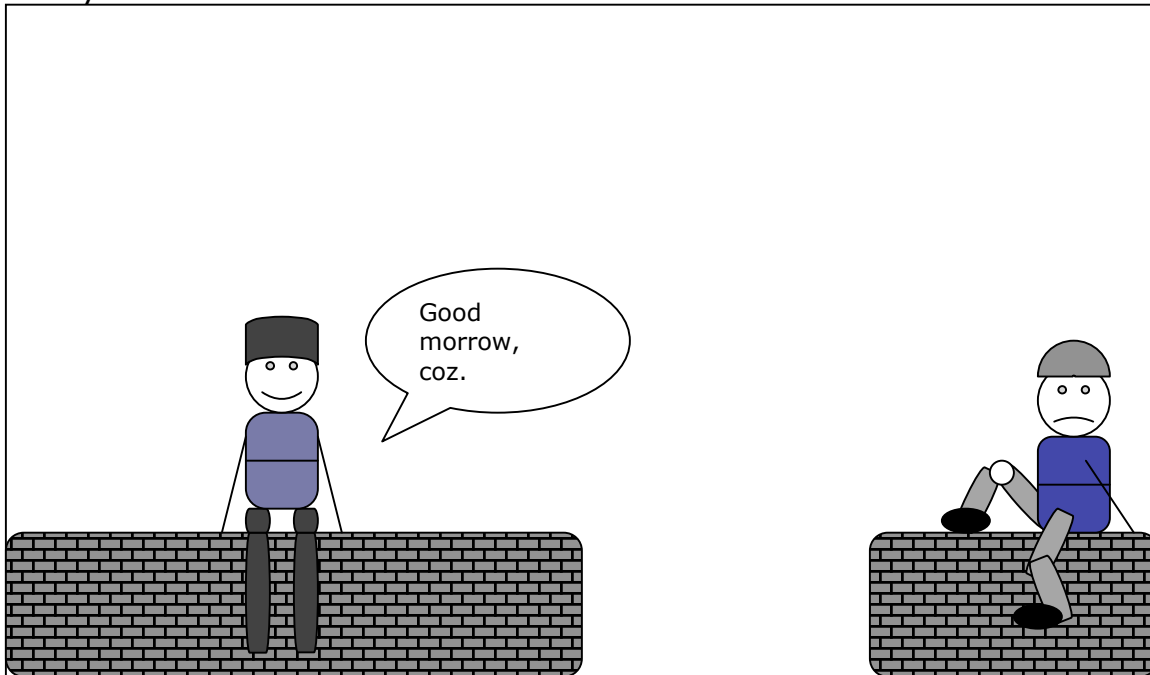
4. What is the underlined phrase below an example of?

"...With purple fountains issuing from your veins!"

- a) figurative language
- a) allegory
- b) personification
- c) symbolism
- d) none of the above

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Study Cell 2



Quote:

BENVOLIO

Good-morrow, cousin.

ROMEO

Is the day so young?

BENVOLIO

But new struck nine.

ROMEO

Ay me! sad hours seem long.

Was that my father that went hence so fast?

BENVOLIO

It was. What sadness lengthens Romeo's hours?

ROMEO

Not having that, which, having, makes them short.

BENVOLIO

In love?

ROMEO

Out--

BENVOLIO

Of love?

ROMEO

Out of her favour, where I am in love.

BENVOLIO

Alas, that love, so gentle in his view,
Should be so tyrannous and rough in proof!

ROMEO

Alas, that love, whose view is muffled still,
Should, without eyes, see pathways to his will!
Where shall we dine? O me! What fray was here?
Yet tell me not, for I have heard it all.

Summary:

After the fight, and after Montague has left, Romeo appears and Benvolio, his cousin, waits for him. He is in love with Rosaline, and sad at the same time. He says that sad hours are really long. Benvolio asks him what makes Romeo's hour so long. People come along injured and he asks Benvolio if there was a fight.

1. How does Benvolio Sympathize Romeo?
2. What sentence listed below is the main idea in the passage?
 - a) Romeo is sick of love and his hour seem too long.
 - b) Benvolio know how to help people.
 - c) Montague leaves all the time.
 - d) There are fights all the time in Verona.
 - e) None of the above

9WS1.4 Research and Technology: Develop the main ideas within the body of the composition through supporting evidence.

3. What phrase is the subordinate clause in the sentence below?

" Alas that love, so gentle in his view, Should be so tyrannous and rough in proof! "

- a) "Alas that love..."
- b) "so gentle in his view,..."
- c) "...Should be so tyrannous... "
- d) " ...and rough in proof! "
- e) None of the above

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive,

and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

4. Who are Romeo and Benvolio talking about?

“ Benvolio

Alas that love, so gentle in his view, Should be so tyrannous rough
in proof!

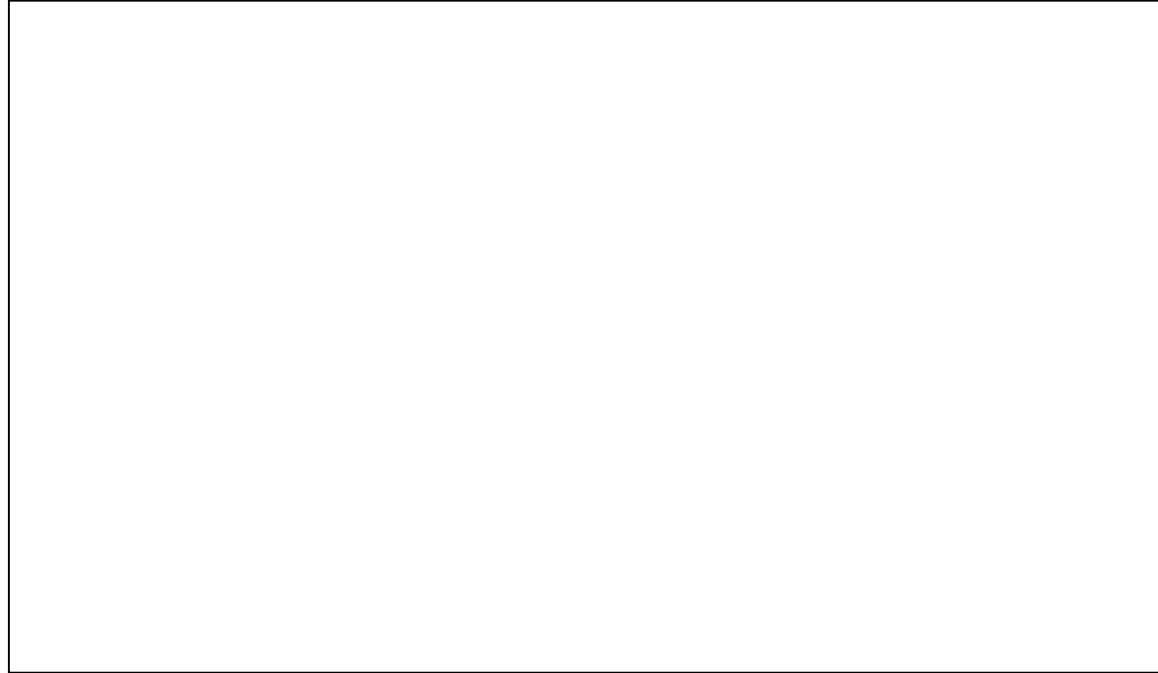
Romeo

Alas that love, whose view is muffled still, Should without eyes see
pathways to his will!”

- a) The muffin man, god of bread.
- b) Little Bo Peep, goddess of lamb
- c) Cupid, god of love
- d) Rosaline, god of lust
- e) None of the above

9RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

Study Cell 3



Quote:

LADY CAPULET

Nurse, where's my daughter? call her forth to me.

Nurse

Now, by my maidenhead, at twelve year old,
I bade her come. What, lamb! what, ladybird!
God forbid! Where's this girl? What, Juliet!

Enter JULIET

JULIET

How now! who calls?

Nurse

Your mother.

JULIET

Madam, I am here.

What is your will?

LADY CAPULET

This is the matter:--Nurse, give leave awhile,
We must talk in secret:--nurse, come back again;
I have remember'd me, thou's hear our counsel.
Thou know'st my daughter's of a pretty age.

Nurse

Faith, I can tell her age unto an hour.

LADY CAPULET

She's not fourteen.

Nurse

I'll lay fourteen of my teeth,--

And yet, to my teeth be it spoken, I have but four--

She is not fourteen. How long is it now

To Lammas-tide?

LADY CAPULET

Marry, that 'marry' is the very theme

I came to talk of. Tell me, daughter Juliet,

How stands your disposition to be married?

JULIET

It is an honour that I dream not of.

Nurse

An honour! were not I thine only nurse,

I would say thou hadst suck'd wisdom from thy teat.

LADY CAPULET

Well, think of marriage now; younger than you,

Here in Verona, ladies of esteem,

Are made already mothers: by my count,

I was your mother much upon these years

That you are now a maid. Thus then in brief:

The valiant Paris seeks you for his love.

Summary:

In Capulets home, Capulets wife tells the nurse to go get Juliet because she wants to speak to her. Capulets wife tells the nurse to leave, but regrets that thought and calls her again, because she knows Juliet enough to hear what they talk about. They talk about how Juliet should consider marriage because there are girls in the city that are mother already. She's not fourteen, yet. Her mother considers Paris.

1. What are two of the reasons Capulets wife wants Juliet to marry?
2. What traits does Juliet mother show in quote?
 - a) anguished and worried
 - b) candid and brutal
 - c) hurried and hasty
 - d) frank and sincere

e) none of the above

9RL3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3. What other word best replaces the one underlined below?

"Tell me daughter Juliet, How stand you disposition to be married? "

- a) nature
- b) character
- c) temperament
- d) outlook
- e) none of the above

9RW1.1 Vocabulary and Concept development: Identify and use the literal and figurative meanings of words and understand word derivations.

4. What is the best way to describe how Juliet feels about marriage?

- a) passive and astute
- b) surprised and speechless
- c) resentful and groundless
- d) barmy and livid

9RL3.9 Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, persona and the choice of narrator affect characterization and the tone, plot and credibility of the text.

Study Cell 4

Quote:

ROMEO

[To a Servingman] What lady is that, which doth
enrich the hand
Of yonder knight?

Servant

I know not, sir.

ROMEO

O, she doth teach the torches to burn bright!
It seems she hangs upon the cheek of night
Like a rich jewel in an Ethiope's ear;
Beauty too rich for use, for earth too dear!
So shows a snowy dove trooping with crows,
As yonder lady o'er her fellows shows.
The measure done, I'll watch her place of stand,
And, touching hers, make blessed my rude hand.
Did my heart love till now? forswear it, sight!
For I ne'er saw true beauty till this night.

TYBALT

This, by his voice, should be a Montague.
Fetch me my rapier, boy. What dares the slave
Come hither, cover'd with an antic face,
To fleer and scorn at our solemnity?
Now, by the stock and honour of my kin,
To strike him dead, I hold it not a sin.

CAPULET

Why, how now, kinsman! wherefore storm you so?

TYBALT

Uncle, this is a Montague, our foe,
A villain that is hither come in spite,
To scorn at our solemnity this night.

CAPULET

Young Romeo is it?

TYBALT

'Tis he, that villain Romeo.

CAPULET

Content thee, gentle coz, let him alone;
He bears him like a portly gentleman;
And, to say truth, Verona brags of him

To be a virtuous and well-govern'd youth:
I would not for the wealth of all the town
Here in my house do him disparagement:
Therefore be patient, take no note of him:
It is my will, the which if thou respect,
Show a fair presence and put off these frowns,
And ill-beseeming semblance for a feast.

TYBALT

It fits, when such a villain is a guest:
I'll not endure him.

CAPULET

He shall be endured:
What, Goodman boy! I say, he shall: go to;
Am I the master here, or you? go to.
You'll not endure him! God shall mend my soul!
You'll make a mutiny among my guests!
You will set cock-a-hoop! you'll be the man!

Summary:

After Capulets wife spoke to Juliet, they all went to a party organized by the Capulets. Romeo and his cousin Benvolio come to the party, to look at Rosaline, but instead he is distracted and soon can't get his eyes off true beauty (Juliet) he had not seen till that night. Romeo speaks to himself about how beautiful Juliet is. He says the only reason why torches burn is because of her. She is too beautiful for the world. Tybalt recognizes his voice and tells his uncle, but Montague just says that Romeo is known to be a good boy.

1. Why doesn't Montague really mind about Romeo coming to a Capulets' party?
2. What is the correct spelling of the word that means solemnity?
 - a) earnestness
 - b) earnestness
 - c) earnestness
 - d) earnestness

9WC1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

3. Which phrase replaces the phrase underlined below most accurately?

“And to say the truth, Verona brags of him To be a virtuous and well-governed youth.”

- a) erudite young
- b) well-read kid
- c) cultured human
- d) well-educated person

9WS1.9 Evaluation and revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

4. Which of the following is an active verb from the passage below?

“What dares the slave Come hither, covered with an antic face, To flee and scorn at our solemnity?”

- a) dares
- b) hither
- c) covered
- d) flee
- e) scorn
- f) none of the above

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Study Cell 5

Quote:

ROMEO

[To JULIET] If I profane with my unworhiest hand
This holy shrine, the gentle fine is this:
My lips, two blushing pilgrims, ready stand
To smooth that rough touch with a tender kiss.

JULIET

Good pilgrim, you do wrong your hand too much,
Which mannerly devotion shows in this;
For saints have hands that pilgrims' hands do touch,
And palm to palm is holy palmers' kiss.

ROMEO

Have not saints lips, and holy palmers too?

JULIET

Ay, pilgrim, lips that they must use in prayer.

ROMEO

O, then, dear saint, let lips do what hands do;
They pray, grant thou, lest faith turn to despair.

JULIET

Saints do not move, though grant for prayers' sake.

ROMEO

Then move not, while my prayer's effect I take.
Thus from my lips, by yours, my sin is purged.

JULIET

Then have my lips the sin that they have took.

ROMEO

Sin from thy lips? O trespass sweetly urged!
Give me my sin again.

JULIET

You kiss by the book.

Summary:

Romeo grabs Juliets hand and tells her that his hand is worthless compared to her beautiful holy hand. His kiss would be soft unlike his hand touching her. She responds and says that his touch is not at all rough. He doesn't need to kiss her because his hand touching her is good enough. He says, "then lets do what hands do" in other words lets kiss. She says that saints like her do not make the first move. Romeo

says she doesn't have to make a move because he will do it first. He then kisses her and again.

1. What do pilgrims and palmers mean?
2. What does the Romeo show with his actions and words?
 - a) He falls in love quickly.
 - b) He is quick in getting what he wants.
 - c) He is cute and sweet.
 - d) Both b and c =D

9RL3.11 Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach).

3. What the passage an example of?
 - a) a) irony
 - b) symbolism
 - c) figurative language
 - d) imagery
 - e) none of the above

9RL3.8 Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

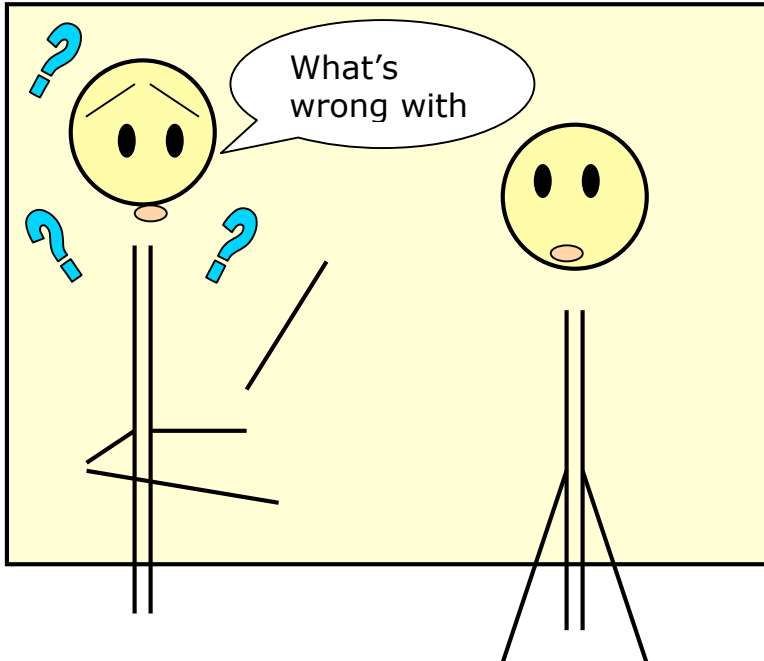
4. Where would be the best place to find the antonym of *devotion*?
 - a) dictionary
 - a) thesaurus
 - b) index of book
 - c) table of contents

9WS1.3 research and Technology: Use clear research questions and suitable research methods (e.g., library, electronic media, personal

interview) to elicit and present evidence from primary and secondary sources.

"ROMEO AND JULIET": ACT 1

CELL #1:



QUOTE #1:

"Could we but learn from whence his sorrows grow.
We would as willingly give cure as know."

SUMMARY PASSAGE #1:

Here Romeo's father, Montague, explains to his nephew, Benvolio, about how Romeo seems to be depressed and sorrowful. And if he knew what he was sad about, then maybe he could do something about it and even find a cure to make it stop. Both of Romeo's parents are very worried about him, so they send his cousin, Benvolio, to find out what has been going on and why he is so sad about it.

READING COMP. QUESTION #1:

Who is saying this quote, and whom are they talking about?

- a. Juliet; about Romeo
- b. Montague; about Juliet
- c. Romeo about himself
- d. Montague; about Romeo

STANDARD QUESTION #1:

1. Which word below was derived from a Latin word meaning 'to care for'?

- a. cure
- b. carry
- c. kiss
- d. curious

9RW1.1 Vocabulary and Concept development: Identify and use the literal and figurative meanings of words and understand word derivations.

STANDARD QUESTION #2:

1. What is the mood and tone of this quote—and what's the difference between these two terms, anyway?

- a. an angry mood and strict tone
- b. a worried mood and a caring tone
- c. a rude mood and disrespectful tone
- d. a neutral mood and a neutral tone

9RL3.11 Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach).

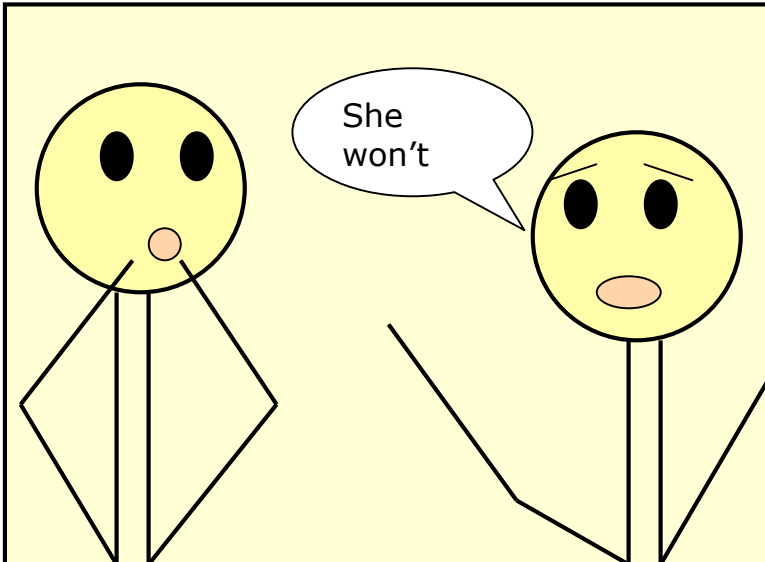
STANDARD QUESTION #3:

3. What is the main idea of this quote?

- a. Montague doesn't know why his son is sad but wants to help
- b. Benvolio knows why Romeo is sad but doesn't want to help him
- c. Romeo wants to kill himself because Rosaline doesn't love him
- d. Juliet wants to kill herself because Romeo doesn't love her

9WS1.4 research and Technology: Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

CELL #2:



QUOTE #2:

"Well, in that hit you miss: she'll not be hit
With Cupid's arrow; she hath Dian's wit;
And, in strong proof of chastity well arm'd,
From love's weak childish bow she lives unharm'd."

SUMMARY PASSAGE #2:

In this part of the story, Romeo tells Benvolio that the girl he's in love with, Rosaline, won't accept him. She won't be hit by Cupid's arrow to fall in love with him, but stands firm with Dian's wit. The virgin goddess, Diana, of chastity keeps her well armed against the arrow of love from Cupid's bow.

READING COMP. QUESTION #2:

What does "From love's weak childish bow..." stand for?

- a. a bow and ribbon that Juliet wears
- b. Cupid's bow that strikes for love
- c. a bow and arrow contest to show who is weakest

d. all of the above

STANDARD QUESTION #1:

1. Cupid, the god of love, comes from which of the following mythologies?

- a. Norse mythology
- b. Roman mythology
- c. Celtic mythology
- d. Greek mythology

9RW1.3 Vocabulary and Concept development: Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word "narcissistic" drawn from the myth of Narcissus and Echo).

STANDARD QUESTION #2:

2. What does this quote focus on?

- a. how Rosaline won't fall in love with Romeo
- b. how Romeo won't be accepted by Juliet
- c. how Benvolio is judging Romeo about his actions
- d. how Benvolio asks where Romeo was the night before

9WS1.1 Organization and Focus: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

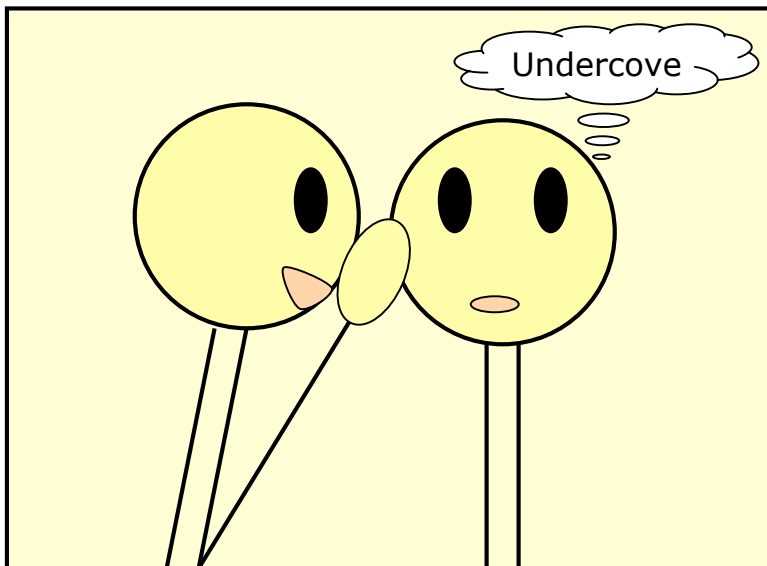
STANDARD QUESTION #3:

3. What is this sentence missing to make it correct?: love She me doesn't

- a. the use of correct capitalization
- b. the use of a spell check
- c. the use of correct syntax
- d. the use of correct word order

9WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

CELL #3:



QUOTE #3:

"Go thither; and, with unattainted eye,
Compare her face with some that I shall show,
And I will make thee think thy swan a crow."

SUMMARY PASSAGE #3:

Here Benvolio tells Romeo that he should go to Capulet's party that night, but in disguise so that he won't be recognized by his enemies. He then tells him that when he compares Rosaline's face with some of the fairest in all of Verona that will be there, she'll look ugly compared to them. So what is now Romeo's "swan", will be a "crow" by the end of that night. Benvolio is trying to help Romeo forget about his crush on Rosaline so that he isn't depressed.

READING COMP. QUESTION #3:

Whose face is to be compared with in the quote?

- a. Romeo's
- b. Juliet's
- c. Rosaline's face compared to prettier girls' faces

d. Mercutio's

STANDARD QUESTION #1:

1. What is the denotation of the word "...unattainted..." in the quote?

- a. without being seen
- b. being escorted to
- c. while being listened to
- d. while being watched
- e. without being stained or biased

9RW1.2 Vocabulary and Concept development: Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

STANDARD QUESTION #2:

2. If Benvolio and Romeo never had this conversation, how would this effect the play?

- a. Romeo might have never met Juliet
- b. Romeo might eventually marry Rosaline
- c. Romeo might have never fallen in love with Juliet
- d. All of the above

9RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

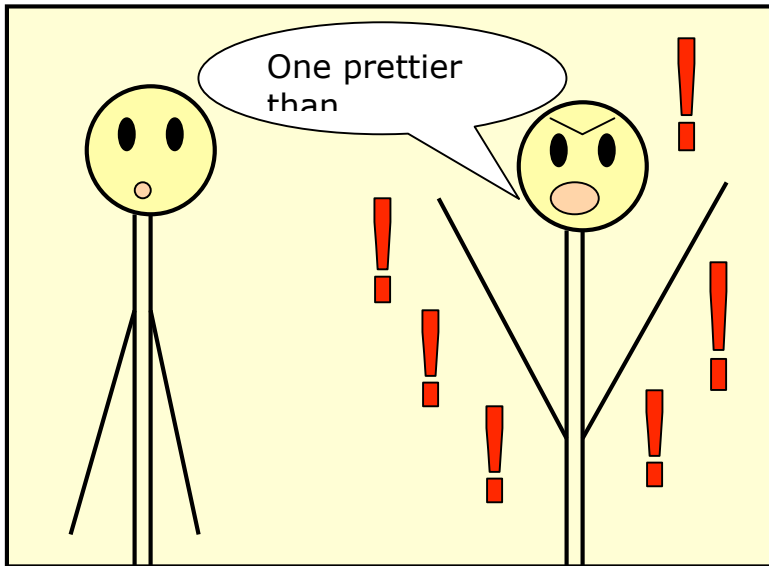
STANDARD QUESTION #3:

3. When is the Capulet party to take place that day?

- a. that morning
- b. that night
- c. the day before
- d. the day after

9RL3.6 Narrative Analysis of Grade-Level-Appropriate Text: Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

CELL #4:



QUOTE #4:

"One fairer than my love! the all-seeing sun
Ne'er saw her match since first the world begun."

SUMMARY PASSAGE #4:

In this part of the story, Romeo argues with Benvolio about how he thinks that Rosaline is the most beautiful girl in the world to him. And that there is no match to her beauty, not even since the world has begun according to the sun's eyes. He won't accept that Benvolio is trying to convince him that there are prettier girls than Rosaline and that he's trying to make him forget about her.

READING COMP. QUESTION #4:

What does "...fairer..." mean in this quote?

- a. goes by the rules
- b. doesn't cheat
- c. prettier / more beautiful
- d. none of the above

STANDARD QUESTION #1:

1. Which is an example of the word, "...fairer..."? (doesn't have to be used in the quote...)

- a. satire
- b. ambiguity
- c. irony
- d. All of the above

9RL3.8 Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

STANDARD QUESTION #2:

2. What kind of person would say this quote?

- a. a happy person
- b. a sad person
- c. an angry person
- d. a subtle person

9RL3.9 Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

STANDARD QUESTION #3:

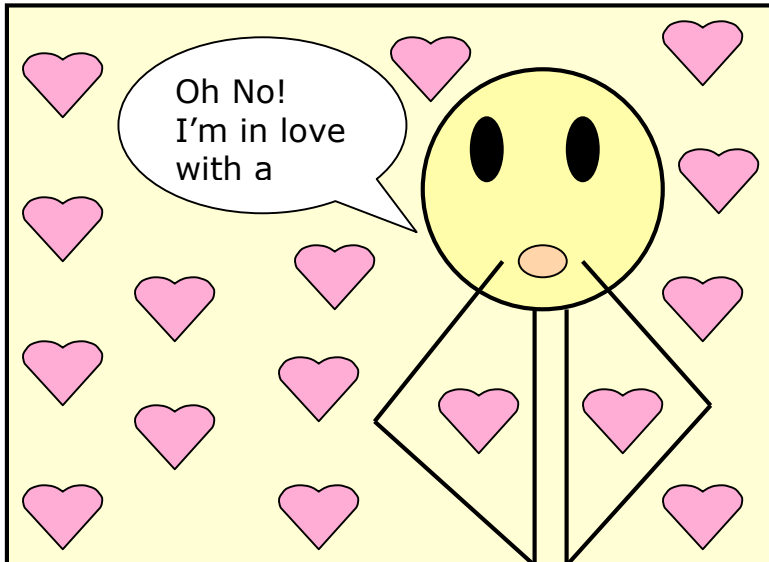
3. In this part of the quote; "...the all-seeing sun...", is an example of:

- a. a metaphor
- b. figurative language
- c. symbolism
- d. All of the above

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including

figurative language, imagery, allegory, and symbolism, and explain their appeal.

CELL #5:



QUOTE #5:

"My only love sprung from my only hate!
Too early seen unknown, and known too late!
Prodigious birth of love it is to me,
That I must love a loathed enemy."

SUMMARY PASSAGE #5:

Here Juliet tells herself in surprise that her one and only true love was her enemy, Romeo. She met him too early, not knowing who he was, and found out when it was already too late. Their young love sprung from old hate, and now their lives will be changed forever in the short time to come.

READING COMP. QUESTION #5:

When Juliet says "...a loathed enemy," who is she talking about and what does she mean?

- a. Rosaline; that she hates her
- b. Romeo; that the rest of her family hates him

- c. Murcutio; that he is a bad person
- d. Tybalt; that he is a bad cousin

STANDARD QUESTION #1:

1. Which of the following has the correct sentence construction and proper English usage?

- a. I love loaths enemy.
- b. I must love a loathed enemy.
- c. I must love enemy loathed.
- d. I must enemy love loathed.

9WC1.2 Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

STANDARD QUESTION #2:

2. What is the correct way to write the following word?

- a. Prodiguous
- b. Prodigous
- c. Prodigious
- d. Prodgious

9WC1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

STANDARD QUESTION #3:

3. Which is the correct way of writing this sentence:

- a. Juliet in falls, love with Romioes.
- b. Juliet falls in love; Romis.
- c. Juliet fell in loves withs. Romeo.
- d. Juliet fell in love with Romeo.

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

Romeo and Juliet Act Two Cell one



Quotation:

"But to his foe supposed he must complain,
And she steal love's sweet bait from fearful hooks.
Being held a foe, he may not have access,
To breath such vows as lovers use to swear,
And she as much in love, her means much less
To meet her new beloved anywhere;
But passion lends them power, time means, to meet,
Temp'ring extremities with extreme sweet."

Summary:

There is new love between Romeo and Juliet. The hatred between their families makes it hard for them to find the time or place to meet and let their love grow, but both of them have power and determination to get around the obstacles in their path.

Questions:

- 1) Who is keeping Romeo and Juliet apart?
 - a) Friar Lawrence
 - b) Their families
 - c) Rosaline
 - d) Mercutio and Benvolio

Reading comprehension

2.3 Generate relevant questions about readings on issues that can be researched.

2) Is this text a primary or secondary source?

a) Shakespeare's play is composed after several other versions, but Shakespeare revised the play into his own primary dramatic adaptation

2.3b. Convey information and ideas from primary and secondary sources accurately and coherently.

3) "And she steal love's sweet bait from fearful hooks."

Is this part of the quotation in an active or passive voice?

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice

4) When Juliet expresses her love for Romeo in the text, does it have a denotative meaning (factual) or a connotative (implying or suggesting)?

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Romeo and Juliet Act Two Cell two



Quotation:

“JULIET:

O Romeo, Romeo! Wherefore art thou Romeo?
Deny thy father and refuse thy name;
Or, if thou wilt not, be sworn my love,
And I'll no longer be a Capulet.

ROMEO:

Call me but love, and I'll be new baptized.
Henceforth I never will be Romeo.”

Summary:

Romeo climbs a wall bordering the Capulet property to find Juliet. Juliet comes to the window above the spot where Romeo is standing. Romeo compares her to the morning sun, far more beautiful than the moon it banishes. Juliet worries that Romeo will be murdered if he is found in the garden, but Romeo refuses to budge, claiming that Juliet's love would make him immune to his enemies. Juliet admits she feels as strongly about Romeo as he professes he loves her. She tells Romeo that she will send someone to him the next day to see if his love is honorable and if he intends to wed her.

Questions:

- 1) What is Romeo and Juliet's relationship?
 - a) They hate each other

- b) They are just friends
- c) They are in love
- d) They don't know each other

Reading comprehension

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

2) What mood was intended in this portion of the text?

- a) Romantic
- b) Anger
- c) Humor
- d) Sad

2.1 d. Pace the presentation of actions to accommodate changes in time and mood.

3) In the quote, what does the fact that she is willing to "Deny thy father and refuse thy name" indicate?

- a) She hates Romeo
- b) She hates her father
- c) She would do anything to be with Romeo
- d) She wishes she had never met Romeo
- e) she's telling him to give up his name and family so they can be together

2.1c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

4) From the text and summary you can tell Juliet feels this way about Romeo.

- a) In love
- b) Confused
- c) Hatred
- d) Miserable

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

Romeo and Juliet Act Two Cell three



Quotation:

“ROMEO:

Then plainly know my heart's dear love is set
On the fair daughter of rich Capulet;
As mine on hers, so hers is set on mine,
And all combined, save what thou must combine
By holy marriage. When, and where, and how
We met, we wooed, and made exchange of vow,
I'll tell thee as we pass; but this I pray,
That thou consent to marry us today.”

Summary:

Romeo goes to Friar Lawrence and describes his new love for Juliet, his intent to marry her, and his hope that the friar would agree to marry them that very day. Friar Lawrence is shocked at this sudden shift from loving Rosaline to Juliet. Romeo defends himself, noting that Juliet loves him while Rosaline doesn't. Remaining skeptical at Romeo's sudden change of heart, Friar Lawrence nonetheless agrees to marry the couple.

Questions:

1) Does the author intend for you to think Romeo wishes to marry Juliet and that he does not love Rosaline anymore?

Reading comprehension

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material)

2) By looking at the sensory details in the text, what does Romeo want Friar Lawrence to do for him?

- a) To kill Juliet for him
- b) To talk to Juliet's father for him about their marriage
- c) To perform the marriage ceremony for Romeo and Juliet
- d) To kill Juliet's parents for him

2.1c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

3) In this quote, what is the imagery supposed to show?

- a) That Romeo wants to marry Juliet
- b) That Juliet doesn't love Romeo
- c) That Friar Lawrence doesn't like Juliet
- d) That Friar Lawrence doesn't like Romeo

2.1e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

4) Which word from the text above has a mythological origin?

- a) Capulet
- b) Wooed
- c) Marriage
- d) None of the above

1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).

Romeo and Juliet Act Two Cell four



Quotation:

"FRIAR:

Holy Saint Francis! What a change is here!
Is Rosaline, that thou didst love so dear,
So soon forsaken? Young men's love then lies
Not truly in their hearts, but in their eyes."

Summary:

Friar Lawrence is shocked at this sudden shift from loving Rosaline to Juliet. Remaining skeptical at Romeo's sudden change of heart, Friar Lawrence nonetheless agrees to marry the couple. He says that he hopes the marriage of Romeo and Juliet will end the long family grudge between the Montagues and Capulets.

Questions:

- 1) What does Friar Lawrence agree to do for Romeo?
 - a) Tell Romeo's parents he is dead
 - b) Tell Juliet that Romeo loves her
 - c) Marry Romeo and Juliet
 - d) Tell Romeo's parents about their marriage

Reading comprehension:

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2) "Young men's love then lies

Not truly in their hearts, but in their eyes."

In the text, imagery was used to show that Friar Lawrence thinks...

- a) Young men only care about personality
- b) Young men care about looks and personality
- c) Young men cannot love
- d) Young men only care about looks

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3) From the text you can tell Friar Lawrence...

- a) Is in love with Juliet
- b) Doesn't approve of Romeo's sudden change of heart
- c) Wants to kill Juliet's parents for Romeo
- d) Doesn't know what to do about the situation

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

4) How are the characteristics of this quote related to its literary genre?

- a) This is a sad part, so it is a tragedy.
- b) This is a funny part, so it is a comedy
- c) This is a poem centered upon a hero, so it's an epic
- d) They may not seem related because this part is happy (planning a wedding; that young men switch girlfriends frequently), but the story's a tragedy

3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

Romeo and Juliet Act Two Cell five



Quotation:

“ROMEO:

Bid her devise

Some means to come to shrift this afternoon;

And there she shall at Friar Laurence' cell

Be shrived and married.

NURSE:

This afternoon, sir? Well she shall be there.

Summary:

Romeo asks the Nurse to tell Juliet to find some way to attend confession at Friar Lawrence's cell that afternoon; there they will be married. The Nurse agrees to deliver the message.

Questions:

1) Why doesn't Friar Laurence completely agree with Romeo marrying Juliet?

a) He thinks Romeo went from loving Rosaline to loving Juliet too suddenly.

b) He thinks Rosaline was a better wife for Romeo

c) He thinks that Juliet is a bad person and it only using Romeo

d) He thinks that Romeo and Juliet are plotting something horrible against their parents

Reading comprehension

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2) What is the literal meaning of "shrived" or to "shrive"?

- a) To make confession; confess one's sins, as to a priest.
- b) To thrive or prosper; to be fortunate or successful.
- c) To marry someone
- d) To deliver the message

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

3) What is the location that the text is describing in this quotation and why is Juliet going there?

- a) She's going home to see her parents
- b) She's going to Romeo's house to visit him
- c) She's going to the palace to visit the queen and king
- d) She's going to Friar Laurence's place to be married

2.1b. Locate scenes and incidents in specific places.

4) In this quote, what does the fact that the Nurse agrees to tell Juliet to meet Romeo at Friar Laurence's place indicate?

- a) Romeo and Juliet are going to die
- b) Romeo and Juliet are going to be wed
- c) Romeo and Juliet are going to tell their parents
- d) Romeo and Juliet are going to kill Friar Laurence

2.1c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

Romeo and Juliet Act Two Cell six



Quotation:

“NURSE:

Then hie you hence to Friar Lawrence’ cell;
There stays a husband to make you his wife.

JULIET:

Hie to high fortune! Honest nurse, farewell.”

Summary:

The Nurse returns, and Juliet asks her what Romeo said. The Nurse claims to be too tired to tell Juliet what has happened. Juliet grows frantic, and eventually the Nurse gives in and tells her that Romeo is waiting at Friar Lawrence’s place to marry her.

Questions:

1) Who told Juliet to go to Friar Lawrence’s place?

- a) Romeo directly
- b) The Nurse
- c) Friar Lawrence
- d) Her Father

Reading comprehension

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

2) How does Juliet feel after the Nurse tells her the news?

- a) Happy and excited
- b) Sad and depressed
- c) Mournful and disappointed
- d) Tired and calm

2.1c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

3) "Then hie you hence to Friar Laurence' cell"
Which word(s) in this quote is/are action verbs?

- a) Hie
- b) Hence
- c) Cell
- d) Friar

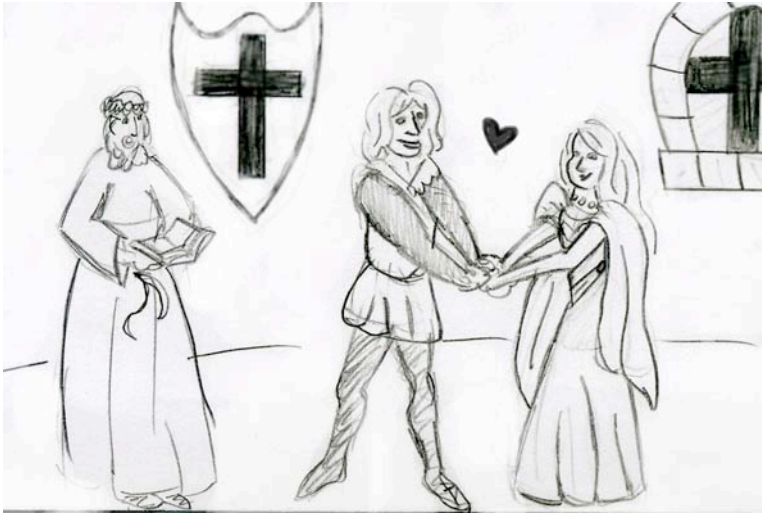
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice

4) What mood are Romeo and Juliet feeling in this cell?

- a) Happy
- b) Sad
- c) Disappointed
- d) Angry

2.1 d. Pace the presentation of actions to accommodate changes in time and mood.

Romeo and Juliet Act Two Cell seven



Quotation:

"FRIAR:

So smile the heavens upon this holy act
That after-hours with sorrow chide us not!

ROMEO:

Amen, amen! But come what sorrows can,
It cannot countervail the exchange of joy
That one short minute gives me in her sight.
Do though but close our hands with holy words,
Then love-devouring death do what he dare
It is enough I may call her mine."

Summary:

Friar Lawrence performs the marriage ceremony for Romeo and Juliet.

Questions:

1) Who performs the marriage for Romeo and Juliet?

- a) Juliet's father
- b) Romeo's father
- c) Juliet's mother
- d) Friar Lawrence

Reading comprehension:

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2) From the text you can tell Romeo...

- a) Is in love with Juliet and marries her
- b) Hates Juliet and is using her
- c) Hates Friar Lawrence
- d) Hates Juliet's father

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3) What is the meaning of "chide"?

- a) To scold or find fault
- b) To hide something from someone
- c) To pretend or kid about something
- d) To worry

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

4) In the quote, what does Romeo's marrying Juliet indicate?

- a) They both hate each other
- b) They are both dispirit
- c) They are both in love
- d) They are both angry with their parents

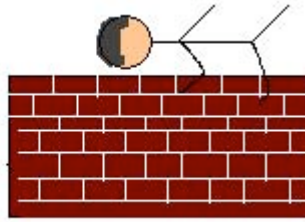
2.1c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

Cell 1: Act II-Scene 1: A Lane by the wall of Capulet's Orchard

Quote:

Romeo

"Can I go forward when
my heart is here?
Turn back, dull earth, and
find thy centre out.

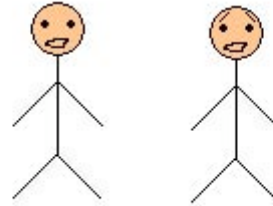


Benvolio

Romeo! my cousin
Romeo!

Mercutio

He is wise;
And, on my lie, hath stol'n
him home to bed.



Benvolio

He ran this way, and leap'd this orchard wall:
Call, good Mercutio."

Summary: Romeo arrives at Capulets orchard to meet Juliet. Mercutio and Benvolio sees him jump over the wall of Capulet.

1) What does Romeo jump over?

- A) Bed
- B) Benvolio
- C) Mercutio
- D) Capulet's wall

2) "He ran this way, and leap'd this orchard wall;" Which of the following verbs from this text are in the infinitive form?

*9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate) phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

- A) He ran
- B) Orchard wall
- C) This way
- D) Leap'd this
- E) none

3) Which dramatic convention describes the passage above?
*9RL3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

- A) Aside
B) Dualogue

- C) Dialogue
D) Monologue

4) "Romeo! my cousin Romeo!" Which of the following shows the correct capitalization of this text in today's style?
*9WC1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

- A) Romeo! My cousin Romeo!
B) romeo! my cousin romeo!
- C) romeo! My Cousin romeo!
D) Correct as is

Cell 2: Act II-Scene 2: Capulet's Orchard

Quote:

"But, soft! what light through yonder window breaks?

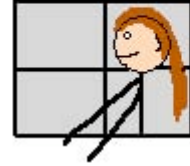
It is the east, and Juliet is the sun.

Arise, fair sun, and kill the envious moon,

Who is already sick and pale with grief,

That thou her maid art far more fair than she:

Be not her maid, since she is envious;"



Summary: Romeo arrives at Capulet's orchard. Juliet peeks from her window and he begins to praise her.

1) Who is Romeo talking to?

2) What does the word *envious* mean in the above passage?

*9RW1.2 Vocabulary and Concept Development: Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

A) Confused

C) Jealous

B) Doubtful

D) Sad

3) "Be not her maid, since she is envious;" Which of the following is the main clause in this text?

*9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate) phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

A) She is envious

C) Since she is envious

B) Be not her maid

D) None of the above

4) Which of the following is the correct literary device for the above passage?

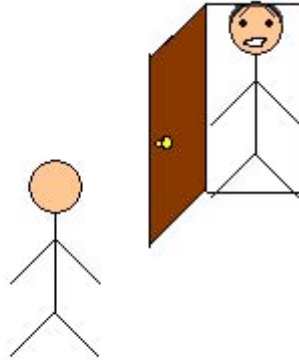
*9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

- A) Metaphor – comparing Juliet and the sun
- B) Anecdote – a story about the Envious moon
- C) No literary device is used
- D) There's a device, but None of the above

Cell 3: Act II-Scene 3: Friar Laurence's Cell

Quote:

"But where unbruised youth with
unstuff'd brain
Doth couch his limbs, there
golden sleep doth reign:
Therefore thy earliness doth me
assure
Thou art up-roused by some
distemperature;
Or if not so, then here I hit it
right,
Our Romeo hath not been in bed
to-night."



Summary: Romeo enters Friar Laurence's Cell. Laurence senses that Romeo had not gone to sleep, last night and questions him about it.

1) What does Laurence sense from Romeo?

2) What does the word '*distemperature*' mean in this passage?

*9RW1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

A) No temperature
B) Very hot weather

C) Very cold weather
D) Disturbance

3) After reading the above text, what kind of person do you think Laurence is?

*9RL3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

A) Selfish
B) Disorderly

C) Wise
D) Disturbed

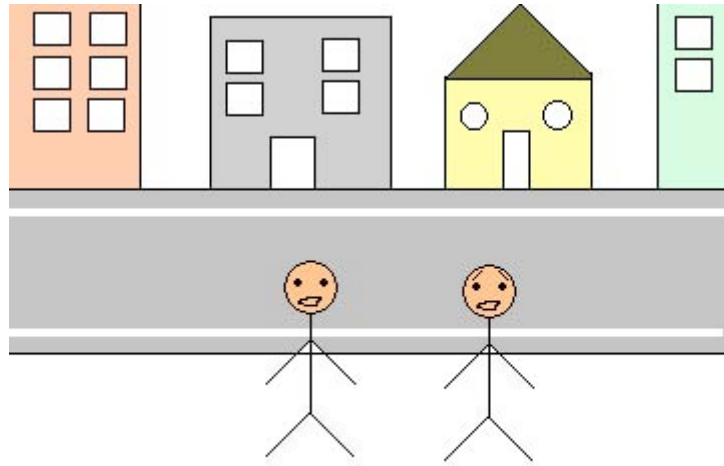
4) "Thou art up-roused by some distemperature; Or if not so, then here I hit it right, Our Romeo hath not been in bed to-night." After reading this quote, how can you translate this passage in today's plain English?
*9WS1.9 Evaluation and Revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and of formality of the context.

- A) You seem troubled by something, if not, then you must not have slept last night
- B) You seem very cold after I hit you, now go to bed
- C) You don't seem to be yourself, go to bed

Cell 4: Act II-Scene 4: A Street

Quote:

"Alas poor Romeo! he is already dead; stabbed with a white wench's black eye; shot through the ear with a love-song; the very pin of his heart cleft with the blind bow-boy's butt-shaft: and is he a man to encounter Tybalt?"



Summary: Mercutio and Benvolio talk about where Romeo is. Mercutio says to Benvolio that Romeo is gone because he has fallen in love. In addition, he adds that Tybalt may not allow that.

1) Why is Romeo 'dead' to Mercutio and Benvolio?

2) After reading this passage, what do you think is the relationship between Romeo and Tybalt?

- A) Best friends
- B) Dislike each other - enemies
- C) Mentor and Pupil - companion
- D) None of the above

*9RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3) How does Mercutio describe love as?

- A) Bad – Damages friendship
- B) Neutral – does nothing to friendship
- C) Good – Makes the world a better place
- D) None of the above

*9RL3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

4) "Alas poor Romeo! he is already dead; stabbed with a white wench's black eye;" After reading this quote, how would you adjust this text grammatically, to make it correct?

A) "Alas poor Romeo! He is already dead; Stabbed with a white wench's black eye"

B) "Alas poor Romeo, he is already dead; stabbed with a white wench's black eye."

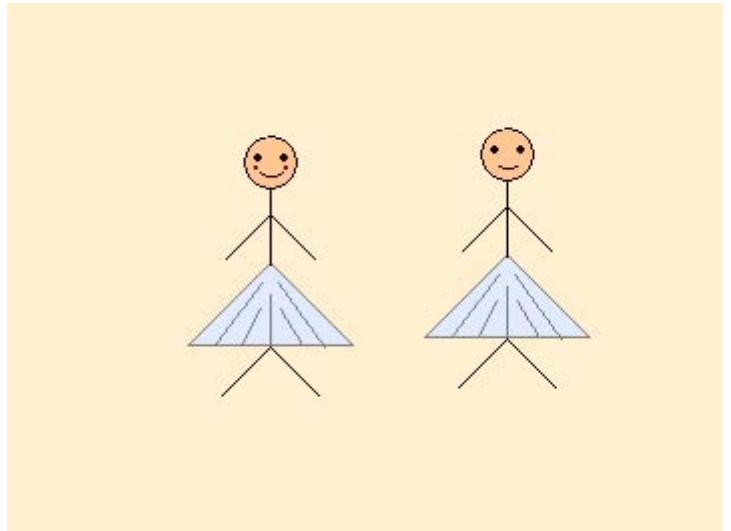
C) Correct as is

*9WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Cell 5: Act II-Scene 5: Capulet's Orchard

Quote:

"Then hie you hence to Friar
Laurence' cell;
There stays a husband to make
you a wife:
Now comes the wanton blood up in
your cheeks,
They'll be in scarlet straight at any
news.
Hie you to church; I must another
way,
To fetch a ladder, by the which
your love
Must climb a bird's nest soon when it is dark:"



Summary: The nurse and Juliet are talking to each other. The nurse tells Juliet to meet Romeo at Friar Laurence' cell, because he is a good husband. Juliet blushes, and the nurse goes to fetch a ladder for the lovers that will meet later that night.

- 1) Why does Juliet blush?
- 2) After reading the passage above, how do you think the nurse feels about Romeo?
 - A) Bad person
 - B) Murderous killer
 - C) Good husband
 - D) None of the above

*9RL3.9 Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

- 3) Which of the following words would best replace the word 'cell' in the passage above to make it more formal?
 - A) the friar's little room or bed chamber in the Church
 - B) Garden
 - C) Cabin
 - D) Building

*9WS1.9 Evaluation and Revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and of formality of the context.

4) How is Juliet feeling in this passage?

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

A) Shy: Happy

B) Angry: Confused

C) Nervous: Confused

D) None of the above

Act 2

Cell 1:



"Can I go forward when my heart is here? Turn back, dull Earth, and find thy center out."

Summary:

Romeo asks how he could possibly go with his friends, when Juliet is still here. So, he climbs the wall to her family's orchard in order to see her.

1. If someone were to change the first sentence so that a 3rd grader would understand it easier, which of the following would best represent the sentence?

- a) How can I leave here when I still need Juliet to give me heart surgery?
- b) Can I walk away with my heart lying here on the floor still?
- c) How can I follow my friends when Juliet, the girl I love, is here?
- d) Why is my heart lying on the floor when I need to go to where my friends are?

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice,

and the tone by taking into consideration the audience, purpose, and formality of the context.

2. Is the phrase "turn back" used literally or metaphorically in this quote?

3. Why does Romeo want to see Juliet so badly? What does this show you about Romeo?

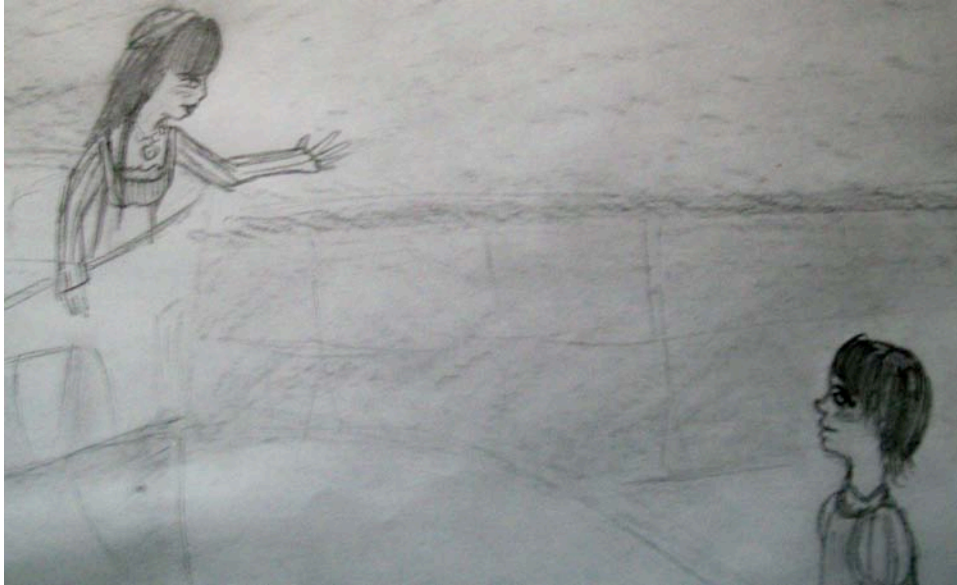
- a) He wants to use Juliet like a tissue, just toss her away/ he is a pervert
- b) He wants to see her because he thinks she is super pretty/ he is fickle
- c) He likes the wine from her parent's the party and wants to ask where she got it/ he is a drunk
- d) He fell truly in love with her at first sight and wants to know if she feels the same/ He is a romantic

2.0 Reading Comprehension

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

4. Is "Can I go forward when my heart is here?" a rhetorical question? Why or why not?

Cell 2:



“If that thy bent of love be honorable, Thy propose marriage, send me word tomorrow, by one that I’ll procure to come to thee, where and what time thou wilt perform the rite; and all my fortunes at thy foot I’ll lay and follow thee my lord throughout the world.”

Summary:

Juliet tells Romeo if you really love me and intend to marry me then, tell my nurse that I shall send to you at what time and place we shall wed.

Once married, all my inheritance is yours, and I shall follow you wherever you may go.

1. Which of the following is the correct use of the word “bent” in this quote?

- a) To bend
- b) To yield
- c) To direct
- d) To submit
- e) motive, inclination, predilection

2. Why would Juliet say “If that thy bent of love be honorable...”?

2.0 Reading Comprehension

3. Why might Juliet **have to** follow Romeo “...around the world...”?

3.2 Make distinctions between the relative value and significance of specific data, facts, and ideas. c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

4. Are all of Juliet's fortunes literally at Romeo's feet? What is Juliet saying?

a) No, she is saying that she shall hand over her vast riches

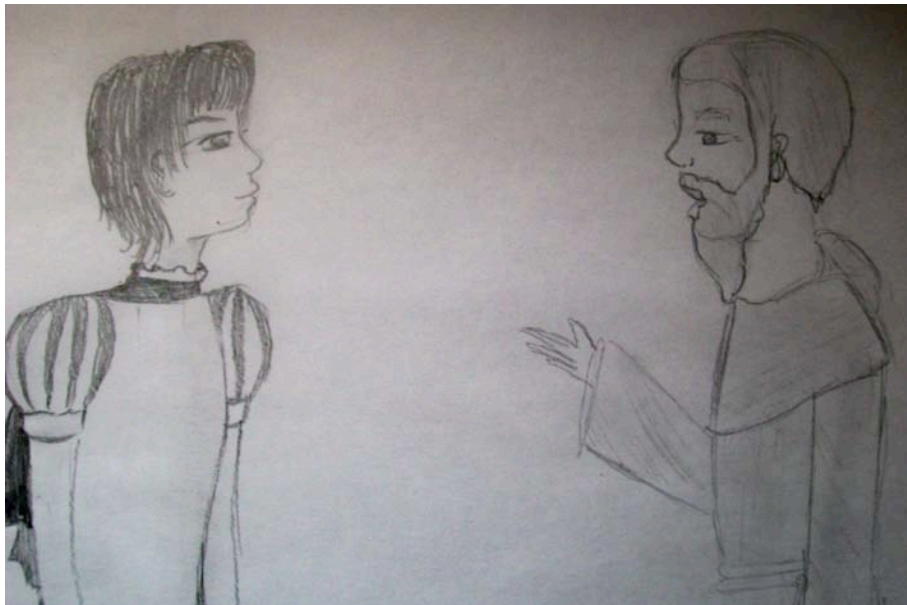
b) No, she is saying that once they are married he shall inherit her money

c) Yes, she will give him all her gold if he will marry her because she is lonely

d) Yes, once they are married, Juliet will throw all her money at his feet

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

Cell 3:



“Thy love did read by rote, that could not spell. But come, young waverer, come go with me. In one respect I’ll thy assistant be; for this alliance may be so happy prove to turn your households’ rancor to true love.”

Summary:

Romeo asks Friar Laurence to marry him and Juliet. In this quote, Friar Laurence agrees stating that the main reason he is doing this is because it might end the feud between Romeo and Juliet’s families.

- 1) What is the subject in the last line?
 - a) Love
 - b) Rancor
 - c) Households’
 - d) True
 - e) this alliance

2. Why is Friar Laurence helping Romeo? Why does he care?

3. What is a “young waverer”?
 - a) Someone that sways to and fro, changing his mind frequently

- b) A person with really wavy hair
- c) Someone that waves and says "hi!"
- d) People that lean to one side

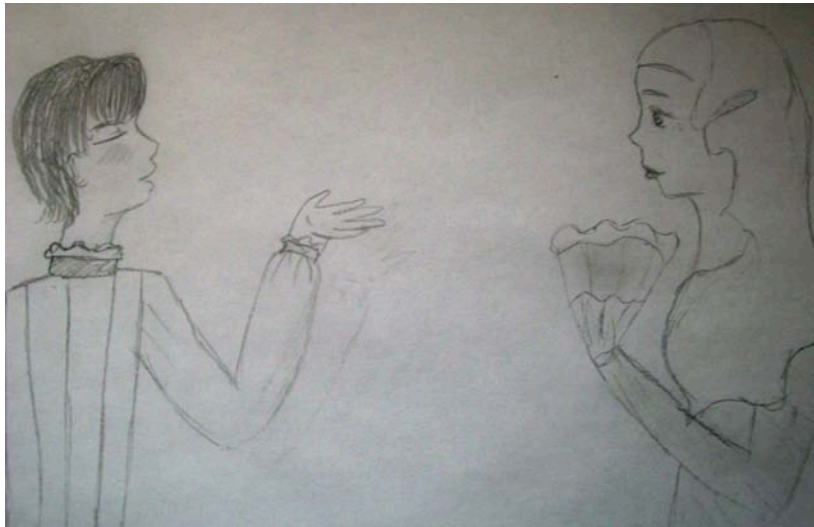
2.0 Reading Comprehension

4. Why are young people so wavy and old people so reliable?

4. Why is a semicolon used in the quote above?

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

Cell 4:



“Bid her devise some means to come to shrift this afternoon; and there she shall at Friar Laurence’ cell be shrived and married.”

Summary:

Romeo is telling Juliet’s nurse where they need to meet in order to get married. He and Juliet are to meet at Friar Laurence’s cell in the afternoon. Friar Laurence will then marry them.

1. Why is the nurse holding a fan?
 2. Why is Friar Laurence going to marry them? What does this have to do with the rest of the story?
- 2.0 Reading Comprehension
3. If we were to change the *Laurence’* of “at Friar Laurence’ cell” to fit today’s grammar standards, which of the following would replace it?
 - a) Laurence’
 - b) Laurences’
 - c) Laurence
 - d) Laurence’s
 4. What is another word for “shrift”?
 - a) penance
 - b) forgiveness

- c) holy
- d) baptize
- e) confession

Cell 5:



“Come, come with me, and we will make short work; For, by your leaves, you shall not stay alone Till Holy Church incorporate two in to one.”

Summary:

Friar Laurence tells Romeo and Juliet to come, the wedding will be quick and they shall not see each other until then. They then are married.

1. What does he mean by “...Till the holy church incorporate two in to one.”?
 - a) until they use magic spells to morph them in to one being
 - b) until they are married properly by the church
 - c) until they are ready to tie themselves together in order to be one
 - d) until they spend one night and a morning together
 2. What religion is shown by this type of union?
 3. Why do they need to be quick about the marriage, “make short work...”?
- 2.0 Reading Comprehension
4. Why is this an important part of the story as a whole?

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

Romeo and Juliet Cell 1



Act II.ii JULIET

"Well, do not swear: although I joy in thee,
I have no joy of this contract to-night:
It is too rash, too unadvised, too sudden;
Too like the lightning, which doth cease to be
Ere one can say 'It lightens.' Sweet, good night!
This bud of love, by summer's ripening breath,
May prove a beauteous flower when next we meet.
Good night, good night! as sweet **repose** and rest
Come to thy heart as that within my breast!"

Summary: Juliet speaking to Romeo, saying she likes him though all is too sudden. She then tells him good night and wishes for him to leave, till they meet again.

Questions

- 1.) To whom is Juliet speaking?
 - a. Nurse
 - b. Mercutio

c. Romeo

9RC2.3 Comprehension and Analysis of Grade-Level-Appropriate

Text: Generate relevant questions about readings on issues that can be researched.

- 2.) What does *repose* literally mean?
- a. peace; tranquility; calm
 - b. shower; refresh
 - c. redo; overagain
 - d. sleep
 - e. mostly D, but also some of A

9RW1.1 Vocabulary and Concept development: Identify and use the literal and figurative meanings of words and understand word derivations.

- 3.) Which would you choose to represent the quote best?
- a. drama
 - b. mystery
 - c. comedy

9RL3.1 Structural Features of Literature: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

- 4.) Choose the best description of Juliet's reaction to Romeo in the quote?
- a. saying it's all too sudden
 - b. telling Romeo he's annoying
 - c. wanting to hit Romeo
 - d. she stabs him

9RL3.4 Narrative Analysis of Grade-Level-Appropriate

Text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.



Cell 2
Act.11.3

ROMEO

"Then plainly know my heart's dear love is set
On the fair daughter of rich Capulet:
As mine on hers, so hers is set on mine;
And all combined, save what thou must combine
By holy marriage: when and where and how
We met, we woo'd and made exchange of vow,
I'll tell thee as we pass; but this I pray,
That thou consent to marry us to-day."

Summary: Romeo is speaking to Friar telling him how deep in love he is with Juliet and how he shall marry them for once. Their hearts are joined together and they made for oneanother.

Questions

- 1.) Which daughter of Capulet is Romeo referring to?
 - a. Lupri
 - b. Juliet
 - c. Julie
 - d. Rosaline

9RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Generate relevant questions about readings on issues that can be researched.

2.) To whom is Romeo announcing this?

- a. Friar
- b. Mercutio
- c. Peter
- d. Pie

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

3.) What does Romeo claim he wants to the father?

- a. a new sword
- b. marriage with Juliet
- c. marriage with his nurse
- d. marriage with pie for dessert

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

4.) Which phrase best shows Romeos' emotions?

- a. is homesick
- b. likes Juliet
- c. is in deep love with Juliet
- d. only pretends to like her to get her pies

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



Cell 3

Act. II.iii

FRIAR LAURENCE

Holy Saint Francis, what a change is here!
Is Rosaline, whom thou didst love so dear,
So soon forsaken? young men's love then lies
Not truly in their hearts, but in their eyes.
Jesu Maria, what a deal of brine
Hath wash'd thy sallow cheeks for Rosaline!
How much salt water thrown away in waste,
To season love, that of it doth not taste!
The sun not yet thy sighs from heaven clears,
Thy old groans ring yet in my ancient ears;
Lo, here upon thy cheek the stain doth sit
Of an old tear that is not wash'd off yet:
If e'er thou wast thyself and these woes thine,
Thou and these woes were all for Rosaline:
And art thou changed? pronounce this sentence then,
Women may fall, when there's no strength in men.
Summary: Friar Laurence is confused to Romeo's request.
Answering to him that he forgets love with Rosaline and pleads to
marry Juliet now. Confused to what happened to his love for
Rosaline.

Questions

- 1.) Where does the phrase "Holy Saint Francis" come from?
 - a. a Roman Catholic saint

- b. a Buddhist
- c. a Christian sister

1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

- 2.) Father Friar is most likely...
- a. happy and jolly
 - b. shocked and questioning
 - c. sad and understanding

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.

- 3.) What is the best word for the antonym for the word Brine?
- a. fresh water
 - b. old mold
 - c. fresh air
 - d. salty water
 - e. slimy jaws

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

- 4.) Who is the man that Friar Laurence claims has forgotten love for Rosaline?
- a. Gregory
 - b. Anthony
 - c. Potpan
 - d. Romeo
 - e. good tickle brain

Research and Technology

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

Cell 4



Act 11.5

JULIET

Now, good sweet nurse,--O Lord, why look'st thou sad?
Though news be sad, yet tell them merrily;
If good, thou shamest the music of sweet news
By playing it to me with so sour a face.

Summary: Juliet finally comes face to face with the nurse. Juliet wants to know what happened with Romeo. Juliet telling the nurse she has a a bad face and yet tell her the news.

Questions

- 1.) How does Juliet describe the Nurse's face?
 - a. Sour and sad
 - b. Smiley and rested
 - c. Droopy and exhausted
 - d. screamy and barky

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

- 2.) Which can best be added to the quote ?
 - a. " Good or bad I beg of you nurse to tell me already!"
 - b. " If it's bad thou should not be intended to tell me."
 - c. " I wish for you to go to sleep and rest."

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice,

and the tone by taking into consideration the audience, purpose, and formality of the context.

3.) Choose the best synonym for the word merrily?

- a. blitherly
- b. miserably
- c. sadly

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

4.) Which best describes Juliet in this quote?

- a. anxious
- b. moody
- c. bored

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

OOOOHHH my head hurts



Cell 5
Act11.5

Nurse

Lord, how my head aches! what a head have I!
It beats as it would fall in twenty pieces.
My back o' t' other side,--O, my back, my back!
Beshrew your heart for sending me about,
To catch my death with jaunting up and down!

Summary: The nurse grasping her breath is telling Juliet how her head hurts and her body aches from sending her to be informed.

Questions

How is the Nurse feeling and Why?

- a. she's exhausted because she's come rushing in with news about Romeo
- b. Nurse is tired because she's been playing with Capulet
- c. Nurse is happy because she's escaping from a murder she has just committed!

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

What is the best word that can replace Beshrew?

- a. curse

- b. stab
- c. thank

1.9 Revise writing to improve the logic and coherence of the organization

To whom is she speaking?

- a. Capulet
- b. Anthony
- c. Romeo
- d. Juliet

2.3 Generate relevant questions about readings on issues that can be researched.

Choose the best word that represents the voice of the Nurse which affects the tone?

- a. aches; shows a whiny tone
- b. up and down; shows a pogo tone
- c. Twenty pieces; shows a tone of broken bones

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Cell #1: An accidental death



Quote:

"Forbidden bandying in Verona streets:

Hold, Tybalt! Good Mercutio!

TYBALT under ROMEO's arm stabs MERCUTIO, and flies with his followers

MERCUTIO

I am hurt.

A plague o' both your houses! I am sped.

Is he gone, and hath nothing?

BENVOLIO

What, art thou hurt?

MERCUTIO

Ay, ay, a scratch, a scratch; marry, 'tis enough.

Where is my page? Go, villain, fetch a surgeon."

Summary: Romeo tries to stop Tybalt and Mercutio from fighting. Mercutio is stabbed by Tybalt, who runs away, while Mercutio sends his page to get a doctor.

1) Reading Comprehension:

What happens to Mercutio?

- a) He gets pushed over
- b) He is bandaged up
- c) He kills Tybalt and runs away
- d) He is stabbed

2) Question #2

What is the literal meaning of "page" in this quote?

- a) A side of a sheet of paper
- b) A stalker
- c) A happy person
- d) A personal attendant

9RW1.1 Vocabulary and Concept development: Identify and use the **literal** and figurative meanings of words and understand word derivations.

3) Question #3

Rewrite the sentence "Go, villain, fetch a surgeon" in the passive voice.

- a) Fetch a villain for the surgeon
- b) A surgeon being fetched by a villain
- c) Villain go fetch a surgeon
- d) A villain and a surgeon go fetch each other
- e) Away should be gone by you, villain, and a surgeon should be fetched by you

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the **passive voice**.

4) Question #4

Which phrase in this quote is in parallel structure?

- a) "Stabs MERCUTIO, and flies"
- b) "I am hurt"
- c) "art thou hurt?"
- d) Forbidden bandying in Verona streets

Cell #2: Another Death



Quote:

TYBALT

Thou, wretched boy, that didst consort him here,
Shalt with him hence.

ROMEO

This shall determine that.

They fight; TYBALT falls

BENVOLIO

Romeo, away, be gone!

The citizens are up, and Tybalt slain.

Stand not amazed: the prince will doom thee death,

If thou art taken: hence, be gone, away!"

Summary: Romeo is mad at Tybalt for killing Mercutio. They fight and Romeo kills Tybalt. Romeo is told to run away.

1) Reading Comprehension

What do Romeo and Tybalt do?

- a) They fight because Benvolio is dead
- b) They fight over the death of Mercutio

- c) They argue but do not harm each other
- d) They play a game of tag; Tybalt is "it", Romeo runs away

2) Question #2

Romeo kills Tybalt because he is mad that he killed Mercutio. What other Shakespeare play does this part of the story relate to?

- a) Pandarus' dying from diseases
- b) Achilles' killing Hector because he killed Patroclus
- c) Juliet's killing herself because Romeo is dead
- d) Everyone's being happy at the end of "As you Like it"

9RL3.2 Structural Features of Literature: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

3) Question #3

Which part of this shows someone predicting what might happen?

- a) "That didst consort him here"
- b) "Romeo, away, be gone"
- c) "The citizens are up, and Tybalt slain"
- d) "The prince will doom thee death"

9RL3.6 Narrative Analysis of Grade-Level-Appropriate Text: Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., **foreshadowing**, flashbacks).

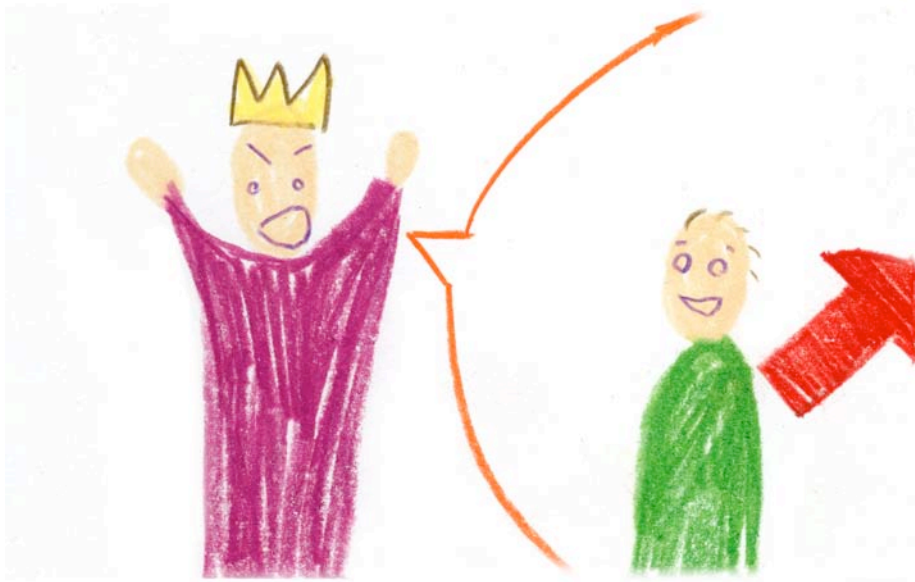
4) Question #4

What is the relationship between Tybalt and Romeo and how does it affect the plot?

- a) Tybalt and Romeo are friends—They both hate Mercutio and kill him
- b) Tybalt and Romeo are lovers—Romeo breaks Juliet's heart
- c) Tybalt and Romeo are enemies—Romeo kills Tybalt
- d) Tybalt and Romeo don't know each other— The two character's relationship doesn't affect the plot

9RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

Cell #3: A Decision



Quote:

"PRINCE

And for that offence
Immediately we do exile him hence:
I have an interest in your hate's proceeding,
My blood for your rude brawls doth lie a-bleeding;
But I'll amerce you with so strong a fine
That you shall all repent the loss of mine:
I will be deaf to pleading and excuses;
Nor tears nor prayers shall purchase out abuses:
Therefore use none: let Romeo hence in haste,
Else, when he's found, that hour is his last.
Bear hence this body and attend our will:
Mercy but murders, pardoning those that kill."

Summary: The prince decides that Romeo will be banished from Verona and if he returns, he will be killed.

1) Reading Comprehension
What will happen to Romeo if he returns to Verona?

- a) He will be put in jail
- b) He will be welcomed; they have forgiven him
- c) He will be killed
- d) He will be sent away again

2) Question #2

"Rude Brawls" is an example of what kind of imagery?

- a) Temporal
- b) Savory
- c) Auditory
- d) Olfactory

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, **imagery**, allegory, and symbolism, and explain their appeal.

3) Question #3

When the Prince says, "I have an interest in your hate's proceeding" it shows that he is:

- a) Happy
- b) Mad
- c) Involved
- d) Beautiful

9RL3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

4) Question #4

What is a theme in this quote that relates to this historical time period?

- a) Pharos execute criminals
- b) The Black Plague killed many people
- c) Kings hated their citizens
- d) Princes made decisions concerning criminals

9rL_. 0 Literary response And ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.

Cell #4: A Confusing Message



Quote:

"Nurse

O Tybalt, Tybalt, the best friend I had!
O courteous Tybalt! honest gentleman!
That ever I should live to see thee dead!

JULIET

What storm is this that blows so contrary?
Is Romeo slaughter'd, and is Tybalt dead?
My dear-loved cousin, and my dearer lord?
Then, dreadful trumpet, sound the general doom!
For who is living, if those two are gone?

Nurse

Tybalt is gone, and Romeo banished;
Romeo that kill'd him, he is banished."

Summary: The Nurse tries to report the news of Tybalt's death and Romeo's banishment to Juliet, only to make her confused. Only after Juliet asks questions does Nurse clear things up.

- 1) Reading comprehension

What does the nurse say happened to Romeo and Tybalt?

- a) Romeo is dead and Tybalt is banished
- b) Both Romeo and Tybalt are dead
- c) Romeo is Banished and Tybalt is dead
- d) Both Romeo and Tybalt are banished

2) Question #2

What is the denotative meaning of the word "honest"?

- a) Strong
- b) Trustworthy
- c) Protective
- d) Friendly

9RW1.2 Vocabulary and Concept development: Distinguish between the **denotative** and connotative meanings of words and interpret the connotative power of words.

3) Question #3

By looking at this passage how can you tell that this is a tragedy?

- a) The trumpets are sounding
- b) The nurse and Juliet are in her room
- c) Loved ones are dead and gone
- d) Juliet is confused

9RL3.1 Structural Features of Literature: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, **tragedy**, drama, dramatic monologue).

4) Question #4

"Tybalt is gone, and Romeo banished" Identify the Main clause

- a) Tybalt is gone
- b) Gone and Romeo
- c) Is gone
- d) Romeo banished

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., **main** and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

Cell #5: Bring this to Him



Quote:

"JULIET

Wash they his wounds with tears: mine shall be spent,
When theirs are dry, for Romeo's banishment.

Take up those cords: poor ropes, you are beguiled,
Both you and I; for Romeo is exiled:

He made you for a highway to my bed;
But I, a maid, die maiden-widowed.

Come, cords, come, nurse; I'll to my wedding-bed;
And death, not Romeo, take my maidenhead!

Nurse

Hie to your chamber: I'll find Romeo

To comfort you: I wot well where he is.

Hark ye, your Romeo will be here at night:

I'll to him; he is hid at Laurence' cell.

JULIET

O, find him! give this ring to my true knight,
And bid him come to take his last farewell."

Summary: Juliet is sad that Romeo is banished and Tybalt is dead. Nurse tells her that she will find Romeo, Juliet gives her a ring to give to him.

1) Reading Comprehension

What does Juliet give to Nurse to bring to Romeo?

- a) A sleeve
- b) A ring
- c) A glove
- d) Armor

2) Question #2

Which word acts as a gerund?

- a) Romeo's banishment
- b) You are beguiled
- c) Take my maidenhead
- d) He is hid
- e) From sounding and discovery

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., **gerund**, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

3) Question #3

"And bid him come to take his last farewell" How would you rewrite this sentence so that people in present-day might understand it better?

- a) Farewell will be his last if you bid him well
- b) Tell him to come so he can say goodbye one last time
- c) Goodbye, this will be our last bidding
- d) Come farewell to say goodbye last bid

9WS1.9 Evaluation and revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by **taking into consideration the audience**, purpose, and formality of the context.

4) Question #4

"O, find him!" Adding the exclamation mark on the end of this sentence shows that:

- a) Juliet doesn't want him to be found
- b) Juliet hopes that maybe he will be found eventually

- c) Juliet wants him to be found immediately
- d) Juliet doesn't really care what happens, she is pretending to care

9RL3.9 Narrative Analysis of Grade-Level-Appropriate Text: Explain how **voice**, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Cell #6: Good News! No, Bad News



Quote:

"FRIAR LAURENCE

Too familiar

Is my dear son with such sour company:

I bring thee tidings of the prince's doom.

ROMEO

What less than dooms-day is the prince's doom?

FRIAR LAURENCE

A gentler judgment vanish'd from his lips,

Not body's death, but body's banishment.

ROMEO

Ha, banishment! be merciful, say 'death;'

For exile hath more terror in his look,

Much more than death: do not say 'banishment.'"

Summary: Friar Lawrence tells Romeo he has been banished. Romeo tells him that is much worse than death.

1) Reading Comprehension

What does Romeo think about Banishment?

- a) He can live with it
- b) It is much worse than dying
- c) He is very glad that he is banished
- d) He wishes that he could have been banished from a larger area

2) Question #2

Which word of English below was derived from the word for "hath"?

- a) Hasn't
- b) Have
- c) Has
- d) He

9rW_. 0 Word ANALYSIS, FLUENCY, And SYSTEMATIC Vocabulary development: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

3) Question #3

How might this section of the quote be interpreted as an allegory?

- a) Romeo thinks banishment is worse than death—His love for Juliet is strong
- b) Friar Lawrence thinks that death is worse than banishment—Life is valuable
- c) Friar Lawrence thinks that death is worse than banishment—He needs to eat lunch now
- d) Romeo thinks banishment is worse than death—He loves to take summer walks

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, **allegory**, and symbolism, and explain their appeal.

4) Question #4

"I bring thee tidings of the prince's doom" which version of this sentence shows correct syntax?

- a) To tell you I have come to prince decide
- b) Needing tidings from prince I come and decide
- c) I have found out what the prince has decided
- d) I bring tidings for prince from you to death

9WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and **syntax**.

Cell #7: Unknown feelings



Quote:

"PARIS

These times of woe afford no time to woo.
Madam, good night: commend me to your daughter.

LADY CAPULET

I will, and know her mind early to-morrow;
To-night she is mew'd up to her heaviness."

Summary: Paris loves Juliet, and wants to marry her. Lady Capulet (Juliet's mother) tells Paris that she will know if Juliet has feelings for him by tomorrow morning.

1) Reading Comprehension

From the reading, how do you think Paris feels about Juliet?

- a) He thinks she is smart
- b) He loves her
- c) He loathes her
- d) He envies her beauty

2) Question #2

What would be a way to write commend that is not grammatically correct?

- a) She commends
- b) Commend me
- c) Him Commend
- d) The are commending

9WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of **grammar**, paragraph and sentence structure, diction, and syntax.

3) Question #3

Is the use of heaviness figurative? Why?

- a) Yes, because it shows that she is going through a lot
- b) Yes, because it shows that she has a heavy dress on
- c) No, because she is literally heavy
- d) No, because she isn't really sad

9RW1.1 Vocabulary and Concept development: Identify and use the literal and figurative meanings of words and understand word derivations.

4) Question #4

Judging by this quote, is Paris ambiguous?

- a) Yes because he likes Juliet
- b) Yes because he doesn't know what to do
- c) No because he knows that he want to marry Juliet
- d) No because he doesn't want to marry Juliet

9RL3.8 Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of **ambiguities**, subtleties, contradictions, ironies, and incongruities in a text.

Cell #8: An Arranged Marriage



Quote:

"CAPULET

Monday! ha, ha! Well, Wednesday is too soon,
O' Thursday let it be: o' Thursday, tell her,
She shall be married to this noble earl.
Will you be ready? do you like this haste?
We'll keep no great ado,--a friend or two;
For, hark you, Tybalt being slain so late,
It may be thought we held him carelessly,
Being our kinsman, if we revel much:
Therefore we'll have some half a dozen friends,
And there an end. But what say you to Thursday?

PARIS

My lord, I would that Thursday were to-morrow.

CAPULET

Well get you gone: o' Thursday be it, then.
Go you to Juliet ere you go to bed,
Prepare her, wife, against this wedding-day.
Farewell, my lord. Light to my chamber, ho!
Afore me! It is so very very late,

That we may call it early by and by.
Good night.”

Summary: Capulet Decides that Paris and Juliet will be married on Thursday because Wednesday is too soon

1) Reading Comprehension

What day of the week are Paris and Juliet getting married on?

- a) Monday
- b) Wednesday
- c) Sunday
- d) Thursday

2) Question #2

Why does Capulet contradict himself when deciding on a day for the wedding?

- a) Because he has changed his mind
- b) He decides that he doesn't want them to get married
- c) He likes to confuse people
- d) Because he wanted Paris to come on Wednesday so that he could laugh at him for mistaking the date

9RL3.8 Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of ambiguities, subtleties, **contradictions**, ironies, and incongruities in a text.

3) Question #3

Why is it important that this part of the story was dialogue, not a narrator?

- a) To show that Capulet, Lady Capulet, and Paris were the ones who made the plans
- b) To make people listen more closely
- c) The characters talk using slang, which creates conflict
- d) To show that Juliet also knows in advance that she will be married to Paris

9RL3.10 Narrative Analysis of Grade-Level-Appropriate Text: Identify and describe the function of **dialogue**, scene designs, soliloquies, asides, and character foils in dramatic literature.

4) Question #4

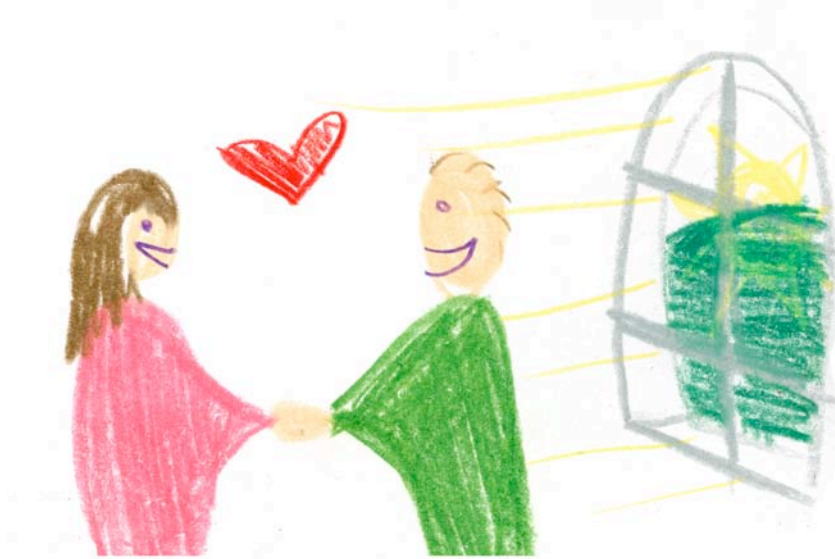
What might a connotative meaning of “kinsman” be?

- a) Mysterious

- b) Friendly
- c) Depressed
- d) Joyful

9RW1.2 Vocabulary and Concept development: Distinguish between the denotative and **connotative** meanings of words and interpret the connotative power of words.

Cell #9: Morning Visit



Quote:

"ROMEO

It was the lark, the herald of the morn,
No nightingale: look, love, what envious streaks
Do lace the severing clouds in yonder east:
Night's candles are burnt out, and jocund day
Stands tiptoe on the misty mountain tops.
I must be gone and live, or stay and die.

JULIET

Yon light is not day-light, I know it, I:
It is some meteor that the sun exhales,
To be to thee this night a torch-bearer,
And light thee on thy way to Mantua:
Therefore stay yet; thou need'st not to be gone."

Summary: Romeo visits Juliet's house in the morning. He tells her that she must leave but she tells him to stay longer.

1) Reading Comprehension
In this quote, what does Juliet want?

- a) She wants Romeo to stay longer
- b) She wants it to be night
- c) She wants morning to come
- d) She wants Romeo to leave

2) Question #2

"I must be gone and live, or stay and die" Identify the subordinate clause.

- a) And live or stay and die
- b) I must be gone
- c) I must be gone and live, or stay and die
- d) No subordinate clause

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and **subordinate**), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

3) Question #3

"Night's candles are burnt out" From this quote, what can be suggested about this time period?

- a) They was no candle wax
- b) The did not have electricity
- c) They needed warmer blankets
- d) Fire places made nice stoves

9RL3.12 Literary Criticism: Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).

4) Question #4

What does the lark symbolize?

- a) Morning
- b) Nightfall
- c) Sunny Hills
- d) Rain

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and **symbolism**, and explain their appeal.

Cell #10: More "good news"



Quote:

"LADY CAPULET

Find thou the means, and I'll find such a man.
But now I'll tell thee joyful tidings, girl.

JULIET

And joy comes well in such a needy time:
What are they, I beseech your ladyship?

LADY CAPULET

Well, well, thou hast a careful father, child;
One who, to put thee from thy heaviness,
Hath sorted out a sudden day of joy,
That thou expect'st not nor I look'd not for.

JULIET

Madam, in happy time, what day is that?

LADY CAPULET

Marry, my child, early next Thursday morn,
The gallant, young and noble gentleman,
The County Paris, at Saint Peter's Church,
Shall happily make thee there a joyful bride."

Summary: Juliet's mother tells Juliet that she will be married to Paris on Thursday.

1) Reading Comprehension

Who tells Juliet that she will be married to Paris?

- a) Romeo
- b) Nurse
- c) Capulet
- d) Lady Capulet

2) Question #2

What can you tell about Lady Capulet from this quote?

- a) She wants her daughter to have a good future
- b) She is glad to get rid of Juliet
- c) She doesn't want to waste money on a wedding
- d) She Wants a good father

9RL3.9 Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, **persona**, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3) Question #3

"One who, to put thee from thy heaviness" Identify the infinitive in this phrase.

- a) One who
- b) To put
- c) Thy heaviness
- d) From thy

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, **infinitive**, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

4) Question #4

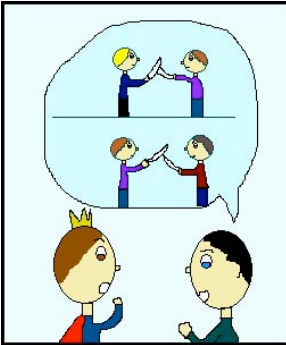
Why would Lady Capulet want to make her "speech" somewhat aesthetic?

- a) Because she always likes to doll things up
- b) She wants Juliet to dress up nice
- c) She wants to be remembered by what she says here
- d) She wants the news to sound like a great thing

9RL3.11 Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood,

and theme, using the terminology of literary criticism (Aesthetic approach).

Cell1:Act III



Quote

"BENVOLIO

Tybalt, here slain, whom Romeo's hand did slay;
Romeo that spoke him fair, bade him bethink
How nice the quarrel was, and urged withal
Your high displeasure: all this uttered
With gentle breath, calm look, knees humbly bow'd,
Could not take truce with the unruly spleen
Of Tybalt deaf to peace, but that he tilts
With piercing steel at bold Mercutio's breast,
Who all as hot, turns deadly point to point,
And, with a martial scorn, with one hand beats
Cold death aside, and with the other sends
It back to Tybalt, whose dexterity,
Retorts it: Romeo he cries aloud,
'Hold, friends! friends, part!' and, swifter than
his tongue,
His agile arm beats down their fatal points,
And 'twixt them rushes; underneath whose arm
An envious thrust from Tybalt hit the life
Of stout Mercutio, and then Tybalt fled;
But by and by comes back to Romeo,
Who had but newly entertain'd revenge, And to 't they go like
lightning, for, ere I
Could draw to part them, was stout Tybalt slain.
And, as he fell, did Romeo turn and fly.
This is the truth, or let Benvolio die."

Summary: Benvolio is telling the prince what happened with Mercutio and Tybalt. Benvolio tells the prince that Romeo tried to break up the fight between Tybalt and Mercutio but Tybalt kills Mercutio anyway. Then Tybalt ran off, came back, was killed by Romeo, and finally Romeo ran off.

Questions:

- 1) Who did Romeo kill?
 - a) Benvolio
 - b) Tybalt
 - c) Mercutio
 - d) Prince

2) Because Romero runs away, it can be assumed that he is feeling

-
- a) brave
 - b) goofy
 - c) angry
 - d) scared

9WS1.4 **research and Technology:** Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

3) What word would best replace *agile* in "His **agile** arm beats down their fatal points"?

- a) fast and dexterous in movement
- b) goofy
- c) trembling
- d) short

9WS1.9 **Evaluation and revision:** Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

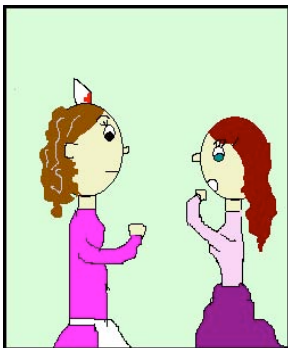
4) "This is the truth, or let Benvolio die." What does this part of the quote say about Benvolio?

- a) He is honest
- b) He is dishonest
- c) He is crazy
- d) He is shy

9RL3.4 Narrative Analysis of Grade-Level-Appropriate Text:

Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

Cell 2:ActIII



Quote:

"Nurse

I saw the wound, I saw it with mine eyes,--
God save the mark!--here on his manly breast:
A piteous corse, a bloody piteous corse;
Pale, pale as ashes, all bedaub'd in blood,
All in gore-blood; I swounded at the sight."

Summary: Nurse was horrified because she saw the corpse, she is telling Juliet.

Questions:

1) Why was Nurse horrified?

- a) Because she saw the corpse
- b) Because she saw a dead cat
- c) Because she saw her husband with another woman
- d) Because she was attacked

2) "- all bedaub'd in blood,-" What is the literal meaning of the underlined word?

- a) Smear
- b) Thrown
- c) Shown
- d) Heard

9RW1.1 **Vocabulary and Concept development:** Identify and use the literal and figurative meanings of words and understand

word derivations.

3) What type of imagery is this an example of? "A piteous corse, a bloody piteous corse;
Pale, pale as ashes, all bedaub'd in blood, All in gore-blood"

- a) Visual
- b) Auditory
- c) Tactile
- d) Olfactory

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text:

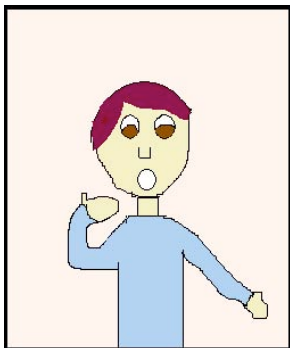
Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

4) In the quote above what does Nurse's tone seem to be like?

- a) Hysterical
- b) Sad
- c) Glad
- d) Angry

9RL3.11 Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach).

Cell3: Act III



Quote:

"FRIAR LAURENCE:

Hold thy desperate hand:
Art thou a man? thy form cries out thou art:
Thy tears are womanish; thy wild acts denote
The unreasonable fury of a beast:
Unseemly woman in a seeming man!
Or ill-beseeming beast in seeming both!
Thou hast amazed me: by my holy order,
I thought thy disposition better temper'd."

Summary: Friar says that he is amazed that Romeo is crying like a woman and acting like a beast.

Questions:

1) Why does Friar call Romeo woman-like?

- a) Because he is crying
 - b) Because he is gossiping
 - c) Because he is wearing a dress
 - d) Because he wants to kill himself
-

2) If Friar were to use facetious irony to talk to Romeo, instead of speaking literally, what would he have said?

- a) That Romeo was acting manly
- b) That Romeo was acting like a coward
- c) That Romeo was acting hilarious
- d) That Romeo was acting like a child

9RL3.8 Narrative Analysis of Grade-Level-Appropriate Text:

Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3) "thy form cries out thou art:" What is the mark after the word "art" called and how many clauses are before it?

- a) colon, one
- b) colon, two
- c) ellipses, one
- d) ellipses, two

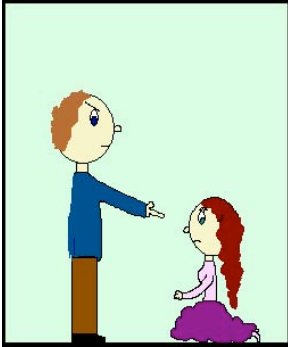
9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

4) How could "Thou hast amazed me" be changed to include more sensory details?

- a) Thou hast amazed me so that my jaw nearly hit the floor
- b) Thou has shocked me
- c) all of the above
- d) can not be fixed to include more sensory details

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Cell 4: Act III



Quote:

"CAPULET

How now, how now, chop-logic! What is this?
'Proud,' and 'I thank you,' and 'I thank you not;'
And yet 'not proud,' mistress minion, you,
Thank me no thankings, nor, proud me no prouds,
But fettle your fine joints 'gainst Thursday next,
To go with Paris to Saint Peter's Church,
Or I will drag thee on a hurdle thither.
Out, you green-sickness carrion! out, you baggage!
You tallow-face!

LADY CAPULET

Fie, fie! what, are you mad?

JULIET

Good father, I beseech you on my knees,
Hear me with patience but to speak a word.

CAPULET

Hang thee, young baggage! disobedient wretch!
I tell thee what: get thee to church o' Thursday,
Or never after look me in the face:
Speak not, reply not, do not answer me;
My fingers itch. Wife, we scarce thought us blest
That God had lent us but this only child;
But now I see this one is one too much,
And that we have a curse in having her:
Out on her, hilding!

Nurse

God in heaven bless her!
You are to blame, my lord, to rate her so.

CAPULET

And why, my lady wisdom? hold your tongue,
Good prudence; smatter with your gossips, go."

Summary : Capulet is mad at Juliet, then when Nurse tries to defend Juliet, Capulet insults Nurse.

Questions:

1)Who is Capulet mad at?

- a) Juliet
- b) Romeo
- c) Nurse
- d) his wife

2)Which word that Capulet uses to describe Juliet has the most negative connotation?

- a) Minion
- b) Tallowface
- c) Baggage
- d) None of the above, all are positive

9RW1.2 Vocabulary and Concept development: Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

3) Translate the following to plain English : "Out, you green-sickness carrion! out, you baggage!"

- a) Out you anemic carrion! Out you worthless woman!
- b) Get out of here, you stupid immature child! Out you dead weight!

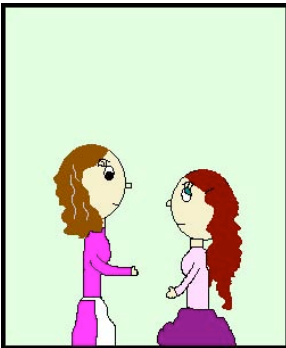
- c) Out you anemic carrion! Out you bag!
- d) Out you anemic carrion! Out you old woman!

9WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

- 4) Change something in the following sentence to show accurate punctuation? "Hang thee, young baggage! disobedient wretch!"
- a) "Hang thee! young baggage! disobedient wretch!"
 - b) "Hang thee, young baggage! You disobedient wretch!"
 - c) "Hang thee, young baggage, disobedient wretch!"
 - d) "Hang thee. young baggage! disobedient wretch!"

9WC1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Cell 5: Act III



Quote:

"Nurse

Faith, here it is.
Romeo is banish'd; and all the world to nothing,
That he dares ne'er come back to challenge you;
Or, if he do, it needs must be by stealth.
Then, since the case so stands as now it doth,
I think it best you married with the county.
O, he's a lovely gentleman!
Romeo's a dishclout to him: an eagle, madam,
Hath not so green, so quick, so fair an eye
As Paris hath. Beshrew my very heart,
I think you are happy in this second match,
For it excels your first: or if it did not,
Your first is dead; or 'twere as good he were,
As living here and you no use of him.

JULIET

Amen!

Nurse

What?

JULIET

Well, thou hast comforted me marvellous much.
Go in: and tell my lady I am gone,
Having displeas'd my father, to Laurence' cell,
To make confession and to be absolved.

Nurse

Marry, I will; and this is wisely done.

Exit

JULIET

Ancient damnation! O most wicked fiend!”

Summary: Nurse is trying to convince Juliet to marry Paris.

Questions:

- 1) What is Nurse trying to convince Juliet to do?
 - a) Marry Paris
 - b) Find Romeo
 - c) Kill Romeo
 - d) Run Away
-

- 2) The way Juliet speaks of Nurse (“Ancient Damnation”), says that Juliet is...
 - a) Rude now because she’s mad
 - b) Funny now because she’s weird
 - c) Kind now because she’s in love
 - d) Shy now because she has green sickness

9RL3.4 Narrative Analysis of Grade-Level-Appropriate Text:

Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

- 3) Use the quote above to create a thesis that can also be supported by the quote for an essay.
 - a) Opinions of the old will always be valued-good
 - b) Opinions of the young will always be valued-bad
 - c) Opinions of the old will never be valued-good
 - d) Opinions of the young will never be valued-bad

9WS1.1 Organization and Focus: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

4)What is the exclamation in the following sentence? "O most wicked fiend!"

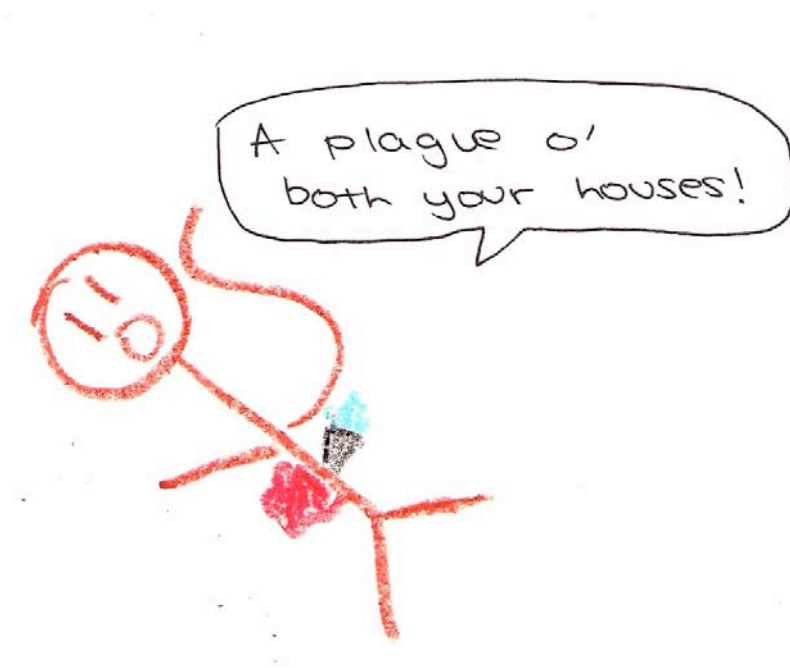
- a) Fiend
- b) Wicked
- c) Most
- d) O

9WC1.2 **Grammar and Mechanics of Writing:** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Romeo and Juliet by Shakespeare

Cell I

IIIi



Quote:

MERCUTIO:
No, 'tis not
so deep as a
well, nor so
wide as a
church-
door; but
'tis enough,
'twill serve:
ask for
me to-
morrow, and
you shall
find me a
grave man.
I

am peppered, I warrant, for this world. A plague o' both your houses! 'Zounds, a dog, a rat, a mouse, a cat, to scratch a man to death! a braggart, a rogue, a villain, that fights by the book of arithmetic! Why the devil came you between us? I was hurt under your arm.

Summary: Here are some of Mercutio's last words just before he dies from a fight he had with Tybalt. He curses both houses, Montague and Capulet, and asks why Romeo had to come between them, because that's when Tybalt stabbed Mercutio, under Romeo's arm.

1) What does Mercutio say about the houses of Montague and Capulet?

2) What does Mercutio mean when he says "A plague o' both your houses!"

- A) I hope the plague comes to Verona
- B) May the outside of your house be covered in filth
- C) I curse the families of Montague and Capulet so that horrible things may happen to them

1.1 Vocabulary and Concept Development: Identify and use the **literal and figurative meanings** of words and understand word derivations.

3) Which word originates from the Germanic word that means 'to grant'?

- A) rogue
- B) braggart
- C) warrant

1.3 Vocabulary and Concept Development: Identify Greek, Roman, and Norse mythology and use the knowledge to understand the **origin** and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

4) What form of dramatic literature is *Romeo and Juliet*?

- A) comedy
- B) tragedy
- C) drama

3.1 Structural Features of Literature: Articulate the relationship between the expressed purposes and the characteristics of different **forms of dramatic literature** (e.g., comedy, tragedy, drama, dramatic monologue).

Cell II

IIIi



Quote:

PRINCE ESCALUS:
And for that offence
Immediately we **do**
exile him hence:
I have an interest in
your hate's
proceeding,
My blood for your rude
brawls doth lie a-
bleeding;
But I'll amerce you
with so strong a fine
That you shall all

repent the loss of mine:

I will be **deaf** to pleading and excuses;
Nor tears nor prayers shall **purchase** out abuses:
Therefore use none: let Romeo hence in haste,
Else, **when** he's found, that hour is his last.
Bear hence this body and attend our will:
Mercy but murders, pardoning those that kill.

Summary: Prince Escalus has just come after Tybalt killed Mercutio, and Romeo killed Tybalt. His sentence for Romeo is banishment for Verona, and if he is to come back, he would be automatically killed.

1) What is Prince Escalus' punishment for Romeo?

2) What is the connotative meaning of the quote "I will be deaf to pleading and excuses"?

- A) If he makes any more excuses, Jove will take away his ability to hear
- B) I can only listen to pleas and excuses
- C) He is so sick of hearing excuses that he won't listen
- d) He is so sick of hearing excuses that he went deaf

1.2. Vocabulary and Concept Development: Distinguish between the **denotative and connotative meanings** of words and interpret the connotative power of words.

3) The preceding quote was found on page 70. What is this quote an example of?

- A) Title page presentation
- B) Spacing and margins
- C) Direct quotations
- D) Pagination

1.5 Manuscript Form: **Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins**, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

4) Which of the following is an action verb?

- A) do
- B) deaf
- C) purchase
- D) when

1.2 Organization and Focus: Use precise language, **action verbs**, sensory details, appropriate modifiers, and the active rather than the passive voice.

Cell III

IIIii



Quote:

JULIET:

What devil art thou, that dost torment me thus? This torture should be roar'd in dismal hell. Hath Romeo slain himself? say thou but 'I,' And that bare vowel 'I' shall poison more Than the death-darting eye of cockatrice: I am not I, if there be such an I; Or those eyes shut, that make thee answer 'I.'

If he be slain, say 'I'; or if not, no:
Brief sounds determine of my weal or woe.

Summary: Juliet is confused about whether or not Romeo is alive or not and is asking her nurse to clarify things. She states that her nurse's reply about Romeo, will determine whether or not she will be happy.

- 1) What determines Juliet's happiness or sadness?
- 2) Which is the correct spelling of the word that means happiness?
 - A) weel
 - B) wheel
 - C) weal
 - D) well

1.4 Manuscript Form: Produce legible work that **shows accurate spelling** and correct use of the conventions of punctuation and capitalization.

- 3) Which of the following shows sensory detail?

- A) I am not I
- B) Than the death-darting eye of cockatrice
- C) What devil are thou, that dost torment me thus
- D) Hate Romeo slain himself

1.2 Organization and Focus: Use precise language, action verbs, **sensory details**, appropriate modifiers, and the active rather than the passive voice.

- 4) Which of the following would provide for a good thesis?
- A) By telling a story of failed love, *Romeo and Juliet* demonstrates the effects of family pride
 - B) Love never dies, so neither do you.
 - C) Verona is the best city ever
 - D) *Romeo and Juliet* is a play to show that it's important to not go against your parents' wishes

1.1 Organization and Focus: **Establish a** controlling impression or **coherent thesis** that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

Cell IV

IIIii

Shall I speak ill of him that
is my husband? ... Back,
foolish tears, back to
your native spring;



Quote:

JULIET:
Shall I speak ill
of him that is
my husband?
Ah, poor my
lord, what
tongue shall
smooth thy
name,
When I, thy
three-hours
wife, have
mangled it?
But,
wherefore,

villain, didst thou kill my cousin?
That villain cousin would have kill'd my husband:
Back, foolish tears, back to your native spring;
Your tributary drops belong to woe,
Which you, mistaking, offer up to joy.
My husband lives, that Tybalt would have slain;
And Tybalt's dead, that would have slain my husband:
All this is comfort; wherefore weep I then?

Summary: Juliet is asking herself why is she saying mean things about Romeo, who about three hours ago, was made her husband, and the fact that Tybalt purposely wanted to hurt Romeo is comforting the fact that Romeo had slain him. She's telling herself to stop crying if this is the case.

1) What fact is so comforting to Juliet that would make her stop crying?

2) What would be the best source to finding the meaning of the word *tributary*?

A) Atlas

- B) Google it
- C) Thesaurus
- D) Dictionary

1.3 Research and Technology: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from **primary and secondary sources**.

3) What does the quote about best show?

- A) ambiguity
- B) subtlety
- C) irony
- D) incongruity

3.8 Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and **incongruities** in a text.

4) The following sentence may contain some errors. Correct it.

Juliets' cousin Tybalt died because Romeo killed him.

- A) Juliet's cousin Tybalt died because Romeo killed him.
- B) juliet's cousin tybalt died because romeo killed him.
- C) Juliets' cousin tybalt, died, because romeo killed him.
- D) Correct as is.

1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of **punctuation and capitalization**.

Cell V

IIIiii



'Tis torture,
and not mercy:
heaven is here,
where Juliet
lives;

Quote:

ROMEO:

'Tis torture, and
not mercy: heaven
is here,
Where Juliet lives;
and every cat and
dog
And little mouse,
every unworthy
thing,
Live here in heaven
and may look on
her;

But Romeo may not: more validity,
More honourable state, more courtship lives
In carrion-flies than Romeo: they may seize
On the white wonder of dear Juliet's hand
And steal immortal blessing from her lips,
Who even in pure and vestal modesty,
Still blush, as thinking their own kisses sin;
But Romeo may not; he is banished:
Flies may do this, but I from this must fly:
They are free men, but I am banished.
And say'st thou yet that exile is not death?
Hadst thou no poison mix'd, no sharp-ground knife,
No sudden mean of death, though ne'er so mean,
But 'banished' to kill me?--'banished'?
O friar, the damned use that word in hell;
Howlings attend it: how hast thou the heart,
Being a divine, a ghostly confessor,
A sin-absolver, and my friend profess'd,
To mangle me with that word 'banished'?

Summary: Romeo is complaining about how being banished would be hell on earth for him. He's also complaining that all these unworthy

creatures would be able to be in her presence and he wouldn't, and if living means to not be with Juliet, he doesn't see the point.

- 1) Why is Romeo complaining about being banished from Verona?
- 2) Change "I am banished [by somebody]" into passive voice.
 - A) The person being banished was I.
 - B) Banished am I.
 - C) Someone banished me.

1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the **passive voice**.

- 3) How does Romeo describe Juliet's hand?
 - A) unworthy thing
 - B) a white wonder
 - C) ghostly confessor
 - D) little mouse

3.4 Narrative Analysis of Grade-Level-Appropriate Text: **Determine characters' traits** by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

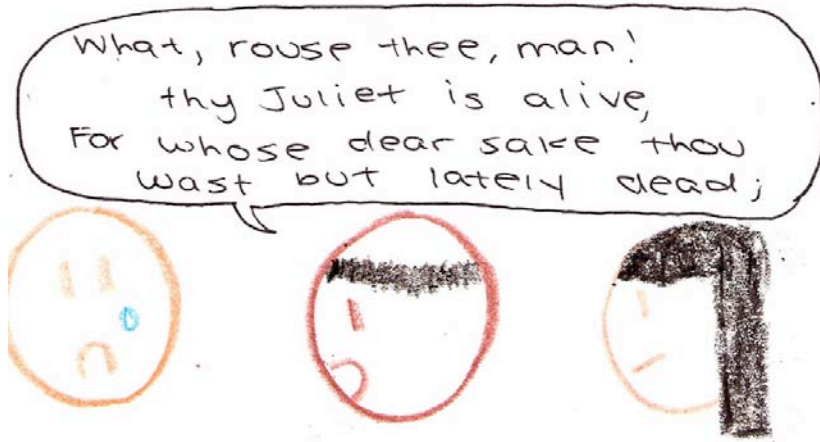
- 4) The Prince _____ Romeo into exile.

Choose the word that best fits into the blank.

- A) sent
- B) told
- C) sentenced
- D) decreed

1.9 Evaluation and Revision: **Revise writing to improve** the logic and coherence of the organization and controlling perspective, **the precision of word choice**, and the tone by taking into consideration the audience, purpose, and formality of the context.

Cell VI



IIIIii

Quote:

FRAIR LAWRENCE:

What, rouse thee, man! thy Juliet is alive,
For whose dear sake thou wast but lately dead;
There art thou happy: Tybalt would kill thee,
But thou slew'st Tybalt; there are thou happy too:
The law that threaten'd death

becomes thy friend
And turns it to exile; there art thou happy:
A pack of blessings lights up upon thy back;
Happiness courts thee in her best array;
But, like a misbehaved and sullen wench,
Thou pout'st upon thy fortune and thy love:

Summary: Friar Lawrence is yelling at Romeo because he's now getting a chance to see Juliet, and all he can do is complain some more. He's also mad at how Romeo isn't happier about the Prince's punishment, when death would have been far worse.

- 1) Why is Friar Lawrence mad at Romeo?
- 2) How does Romeo staying with Friar Lawrence affect the plot?
 - A) Without Friar Lawrence, Romeo would be dead because he's not suppose to be in Verona, and Romeo and Juliet would never have gotten married.
 - B) Without Friar Lawrence, who would yell at Romeo now that Mercutio is dead?
 - C) Without Friar Lawrence, the play would be vapid and pointless.
 - D) Friar Lawrence is suppose to resemble Shakespeare.

3.3 Narrative Analysis of Grade-Level-Appropriate Text: **Analyze interactions between main and subordinate characters in a literary text** (e.g., internal and external conflicts, motivations, relationships, influences) **and explain the way those interactions affect the plot.**

- 3) Which has the correct verb tense?
- A) I slewed, threatened, and misbehaved.
 - B) I slew, threat, and misbehaved.
 - C) I will slew, I will threat, I have misbehaved.

1.2 Grammar and Mechanics of Writing: **Understand** sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., **consistency of verb tenses**).

- 4) Which of the following is a subordinate clause?
- A) Thy Juliet is alive
 - B) The law that threaten'd death becomes thy friend
 - C) But like a misbehaved and sullen wench
 - D) Happiness courts thee in her best array

1.1 Grammar and Mechanics of Writing: **Identify and correctly use clauses (e.g., main and subordinate)**, phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

Cell VII

IIIv



Wilt thou be gone?
it is not yet near
day: It was the
nightingale, and not
the lark



Quote:

JULIET:

Wilt thou be gone? it is not
yet near day:
It was the nightingale, and
not the lark,
That pierced the fearful
hollow of thine ear;
Nightly she sings on yon
pomegranate-tree:
Believe me, love, it was the
nightingale.

ROMEO:

It was the lark, the herald of the morn,
No nightingale: look, love, what envious streaks
Do lace the severing clouds in yonder east:
Night's candles are burnt out, and jocund day
Stands tiptoe on the misty mountain tops.
I must be gone and live, or stay and die.

Summary: Rome and Juliet are making their final exchanges of love before Romeo leaves for Mantua. They both pretend that the bird they hear is the nightingale, the bird that sings during the night, instead of the lark, which sings in the morning, so that Romeo can stay longer. They both realize he can't say or else he will die, so he leaves.

1) What bird do Romeo and Juliet pretend to hear?

2) The following sentences have been taken from various students' essays. Which of the following correctly uses semicolons, colons, ellipses, or hyphens?

- A) The major theme, of *Romeo and Juliet* is that if you disobey your parents; you'll become delusional - and hear the wrong bird.
- B) Romeo and Juliet is poorly written, due to the fact, that

Shakespeare was dumb...

C) Peter eats bird: yea.

D) One theme of *Romeo and Juliet*, is that an individual often stands up against society.

1.1 Grammar and Mechanics of Writing: **Identify and correctly use** clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (**e.g., semicolons, colons, ellipses, hyphens**).

3)

A) misty mountain tops; it shows that their love is fresh and clean

B) pomegranate-tree; it shows that their love is tart

C) nightingale; it represents their undying love for one another

D) lark; it shows that their love is burning hot like the morning sun

3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and **symbolism**, and explain their appeal

4) What type of imagery is explained the sentence, "Stands tiptoe on the misty mountain tops."?

A) euphony

B) cacophony

C) auditory

D) tactile

3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, **imagery**, allegory, and symbolism, and explain their appeal

Cell VIII

IIIv

Hang yee, young
baggage! disobedient
wretch!!!



Quote:

LORD CAPULET:

Hang thee, young baggage!
disobedient wretch!

I tell thee what: get thee to
church o' Thursday,
Or never after look me in the
face:

Speak not, reply not, do not
answer me;

My fingers itch. Wife, we scarce
thought us blest

That God had lent us but this
only child;

But now I see this one is one
too much,

And that we have a curse in having her:
Out on her, hilding!

Summary: Lord Capulet is making rude remarks about Juliet because she's telling him she does not want to marry Paris, but he's still demanding that Juliet go to the church on Thursday to marry Paris.

- 1) On what day is Juliet suppose to meet Paris? And where?
- 2) In what tone or mood does Lord Capulet have? How can you tell?
 - A) angry; because he's yelling at Juliet, calling her a disobedient wretch
 - B) happy; because he didn't like Paris either
 - C) melancholy; because Tybalt is dead
 - D) angry; because he has to do an essay about *Romeo and Juliet* that includes vehicle + tenor, figurative language, and talks about whether or not he thinks *Romeo and Juliet* is a beautiful story

3.11 *Literary Criticism*: Evaluate the aesthetic qualities of style, including the impact of diction and **figurative language on tone, mood**, and theme, using the terminology of literary criticism.

3) What does Lord Capulet refer to Juliet as?

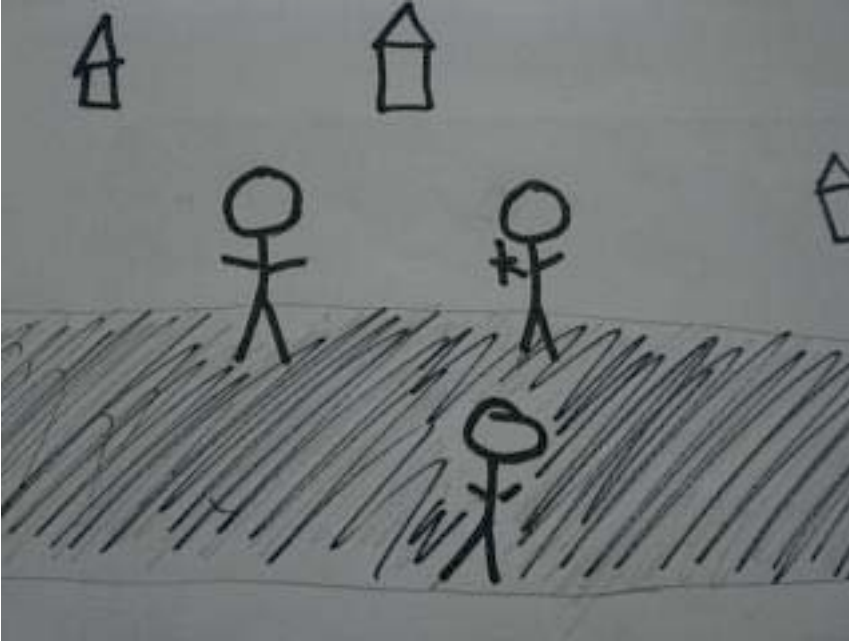
- A) a disobedient wretch
- B) a curse
- C) itchy fingers
- D) A & B
- E) All of the above.

3.4 *Narrative Analysis of Grade-Level-Appropriate Text*: **Determine characters' traits** by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

4) What other Shakespearian play does the line "My fingers itch." come from?

- A) The Taming of the Shrew
- B) Romeo and Juliet
- C) Troilus & Cressida
- D) Julius Caesar

2.4 *Structural Features of Informational Materials*: **Synthesize the content from several sources or works by a single author** dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.



Quote: Tybalt, Mercutio, the prince expressly hath
Forbidden bandying in Verona streets:
Hold, Tybalt! good Mercutio!

Summary: Tybalt and Mercutio are fighting and Romeo gets in between the two but as soon as Romeo intervenes Tybalt (secretly) stabs Mercutio under Romeos arm

Who stabbed Mercutio?

Why did Romeo get in between Mercutio and Tybalt?

- a) to show his love to Verona
- b) to protect his friend Benvolio
- c) to stop his friend Mercutio from making a scene
- d) to say he loves Juliet

1.0 Writing Strategies–1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources

How does Romeo feel after Mercutio is stabbed?

- a) happy
- b) confused

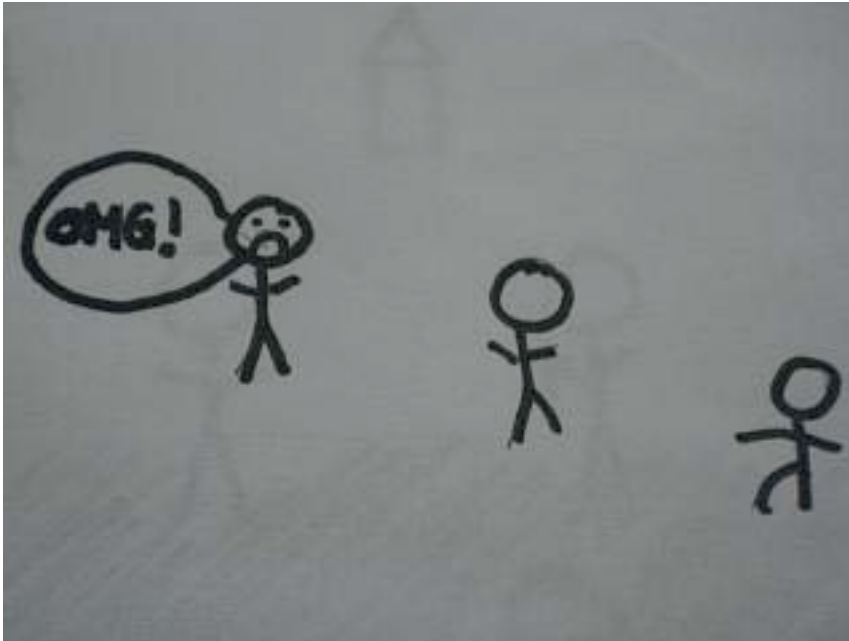
- c) angry
- d) shocked

3.0 Literary Response and Analysis—3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

How would you rewrite the quote “Forbidden bandying in Verona streets” in today’s proper language?

- a) fight till the death—or face a death penalty
- b) Stop, don’t fight, not now—later
- c) Don’t fight in the street—it’s illegal
- d) Fight but keep it clean—it’s dirty

1.0 Written and Oral English Language Conventions-----1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax



Quote: The unlucky manage of this fatal brawl:
There lies the man, slain by young Romeo,
That slew thy kinsman, brave Mercutio.

Summary: Benvolio walks into the room and ask where Romeo is at

Why does Mercutio blame Romeo for his being stabbed?

What manuscript from is this in?

- a) title page presentation
- b) pagination
- c) Spacing and Margins
- d) essay format
- e) none of the above

1.0 Written and Oral English Language Conventions–1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations

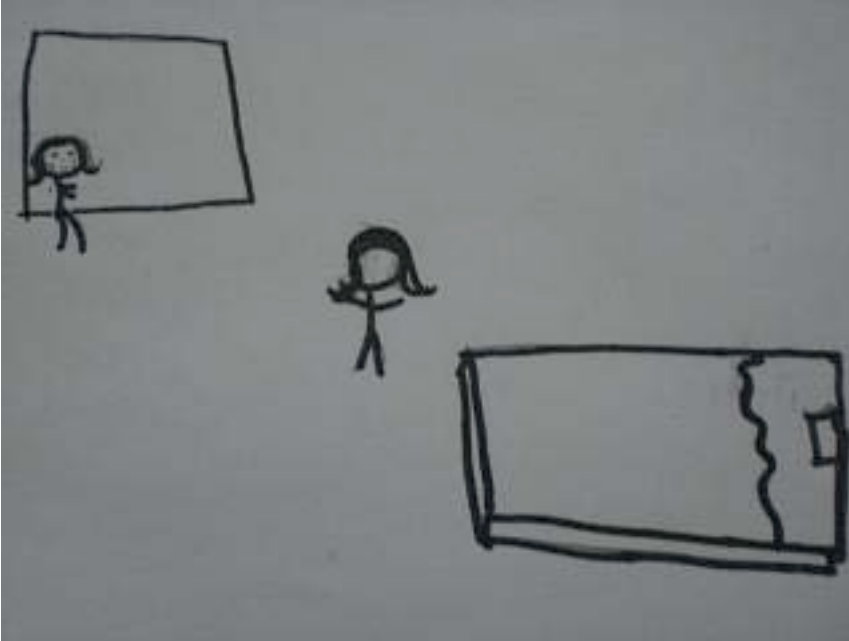
From what you already know about Romeo, do you think he could commit murder? Explain

3.0 Literary Response and Analysis–3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

What does “slew thy kinsman” mean?

- a) killed your relative
- b) kill with violence
- c) slept with the man
- d) ka blood relative
- e) both b and d

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development---
-.1 Identify and use the literal and figurative meanings of words and understand word derivations.



Quote: But, wherefore, villain, didst thou kill my cousin?
That villain cousin would have kill'd my husband:
Back, foolish tears, back to your native spring;

Summary: Juliet is wondering if her husband killed her cousin.
Then she wonders if her cousin killed her husband. Now she is trying not to cry

Why is Juliet Crying?

What does Juliet mean "Back foolish tears?"

- a) cry, let it out
- b) tears, don't cry yourselves out, stay in my eyes
- c) cry with passion
- d) cry, but don't

3.0 Literary Response and Analysis -3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

Why does Juliet mean by, "wherefore, villain didst't thou kill my cousin?"

- a) Tybalt killed her cousin
- b) her cousin just died
- c) Tybalt is dead, so is Romeo

d) her father has died

e) why did you kill my cousin, my villain husband?

2.0 Reading Comprehension (Focus on Informational Materials)--2.3

Generate relevant questions about readings on issues that can be researched.

What type of dramatic literature is this?

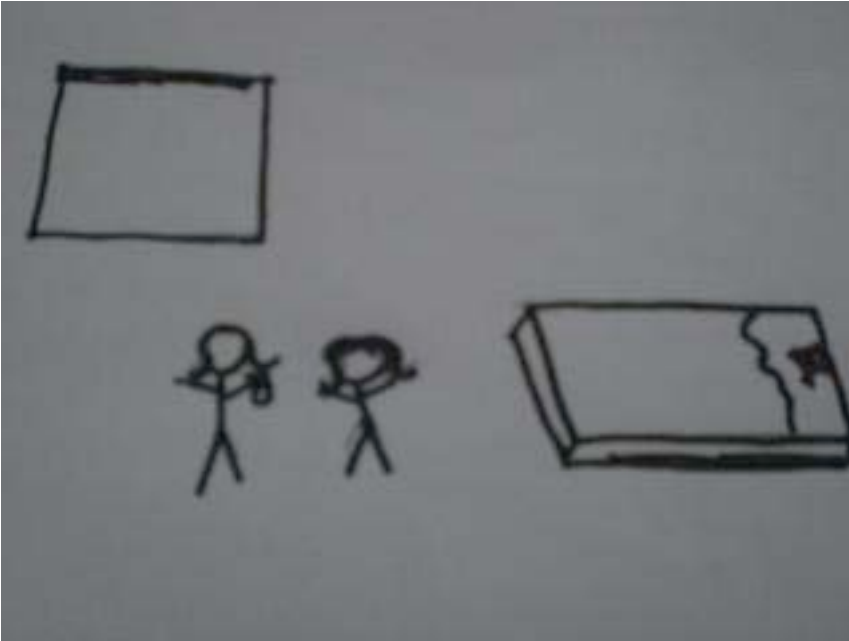
a) tragic drama

b) dramedy

c) dramagedy

d) love, tragedy, drama, whatever

3.0 Literary Response and Analysis--3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).



Quote: O, find him! give this ring to my true knight,
And bid him come to take his last farewell

Summary: Juliet is telling the nurse to go find Romeo and to tell him to come and say good-bye one last time

What does Juliet want Romeo for?

- a) a while
- b) to say good bye
- c) just a minute
- d) ever

What does Juliet mean "to take his last farewell?"

- a) for Romeo to see her and say good-bye one last time
- b) I will never see Romeo again
- c) she wants to tell Romeo she doesn't love him
- d) she is going to kill Romeo

3.0 Literary Response and Analysis--3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

Who is Juliet's "True Knight?"

- a) Tybalt
- b) Rome
- c) Mercutio
- e) the Prince
- f) Romeo

3.0 Literary Response and Analysis--3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

How would you rewrite, "bid him come to take his last farewell?"

- a) tell him to come and say his last good-bye
- b) tell him to go and nevr comback
- c) tell hime i love him. but we could nevr be together
- d) tell him i love someoneelse
- e) these are all wrong

1.0 Written and Oral English Language Conventions--1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.



Quote: Speakest thou of Juliet? how is it with her?
Doth she not think me an old murderer,
Now I have stain'd the childhood of our joy

Summary: Romeo is asking the nurse if she is talking on behalf of Juliet. Then he asks how she is doing. Does she think of me as a murderer? If she does, our love is ruined

Why does Romeo think Juliet thinks of himself as an "old murderer?"

What does "doth" mean above?

- a) does
- b) the doing of
- c) to do
- d) not to do

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development--
1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

How would you rewrite, "Speakest thou of Juliet? how is it with her?" in contemporary colloquial English?

- a) how is she feeling? Does she love me?
- b) are you speaking for Juliet? how is she?

- c) is that you juliet? she your face?
- d) Juliet are you spaeking? how are you?
- e) ????????????????

1.0 Written and Oral English Language Conventions--1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

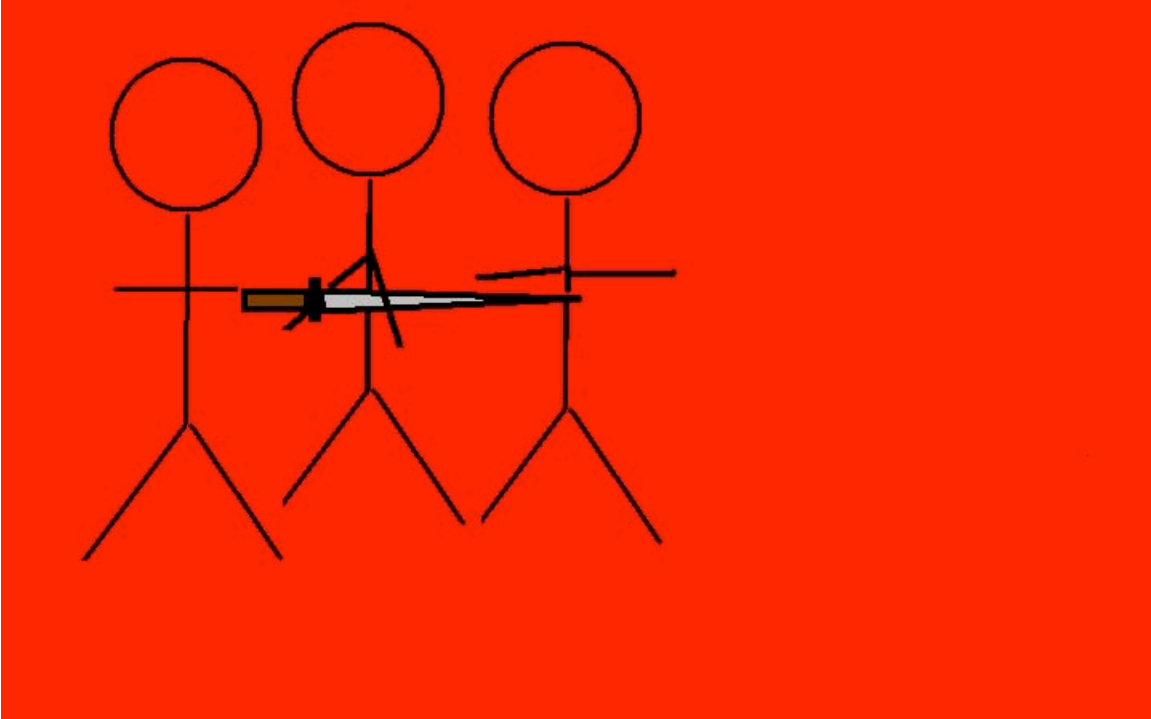
What does "Speakest thou of Juliet" mean?

- a) are you speaking about Juliet?
- b) are u Juliet?
- c) are you speaking on behalf of Juliet mother?
- d) are you speaking for the prince?

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development--

1.1 Identify and use the literal and figurative meanings of words and understand word derivations

Act III Cell 1



"Gentlemen, for shame, forbear this outrage!
Tybalt, Mercutio, the prince expressly hath
Forbidden bandying in Verona streets:
Hold, Tybalt! good Mercutio!"

TYBALT under ROMEO's arm stabs MERCUTIO, and flies with his followers"

Despite Romeo's attempt, he could not stop Tybalt and Mercutio from fighting resulting in Mercutio's death.

- 1) Who is fighting in the quote above?
- 2) If a writer double spaced every word, what form of manuscript requirement would he be violating?
 - a) Title page presentation
 - b) Pagination
 - c) Margins
 - d) None of the above

9WC1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, **spacing** and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

3) How does the death of Mercutio change the plot?

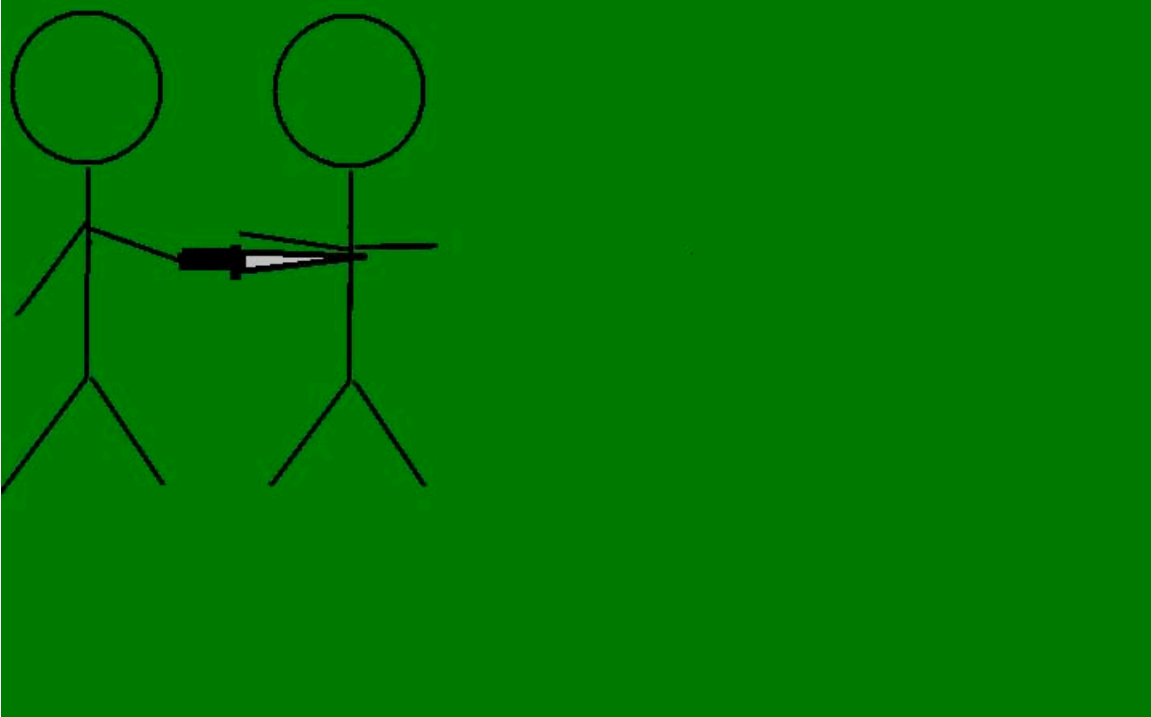
Narrative Analysis 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

4) What form of dramatic literature is *Romeo and Juliet* written in?

- a) Dramatic *traga*
- b) Dramatic monologue
- c) Romantic Comedy
- d) Tragic drama

9RL3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

Act III Cell 2



"ROMEO

This shall determine that.
They fight; TYBALT falls

BENVOLIO

Romeo, away, be gone!
The citizens are up, and Tybalt slain.
Stand not amazed: the **prince** will doom thee death,
If thou art taken: hence, be gone, away!"

Romeo and Tybalt fight, Romeo slays Tybalt and Benvolio tells Romeo to run away.

1) Who does Romeo kill?

2) "The ocean roared, as the winds blew the clouds sending waves crashes upon the shores."

Which verb in the sentence is out of **parallel structure** with the others?

1.2 Understand sentence construction (e.g., **parallel structure**, subordination, proper placement of modifiers) and proper English usage

(e.g., consistency of **verb tenses**).

3) Where is Romeo?

- a) Verona streets
- b) Friar Lawrence's basement
- c) The bar
- d) His home

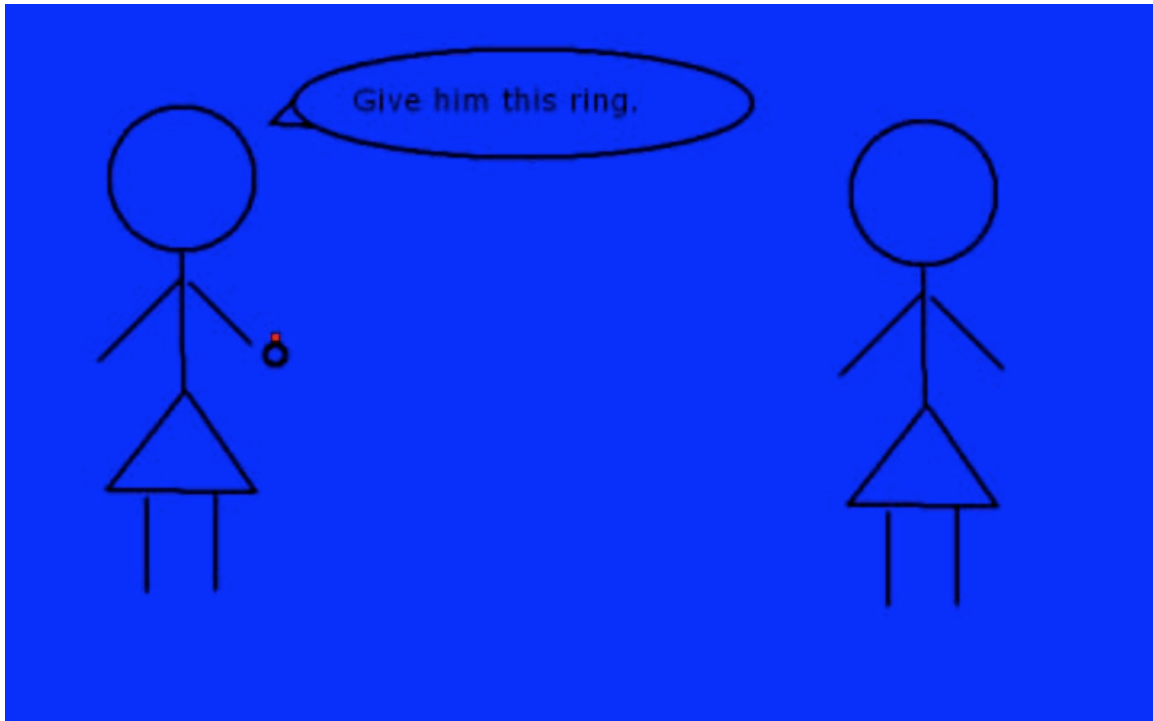
9RL3.6 Narrative Analysis of Grade-Level-Appropriate Text: Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

4) "Stand not amazed: the **prince** will doom thee death"

Should "prince" be capitalized?

9WC1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and **capitalization**

Act III Cell 3



"Nurse

Hie to your chamber: I'll find Romeo
To comfort you: I wot well where he is.
Hark ye, your Romeo will be here at night:
I'll to him; he is hid at Laurence' cell.

JULIET

O, find him! give this ring to my true knight,
And bid him come to take his last farewell."

Juliet and her nurse plan a secret meeting with Romeo, who is hiding in Friar Lawrence's cell, and use a ring as a token of Juliet's love.

- 1) Where is Romeo?
- 2) What does "I'll to him" mean?

WC1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax

- 3) Page numbers are a form of what manuscript requirements?

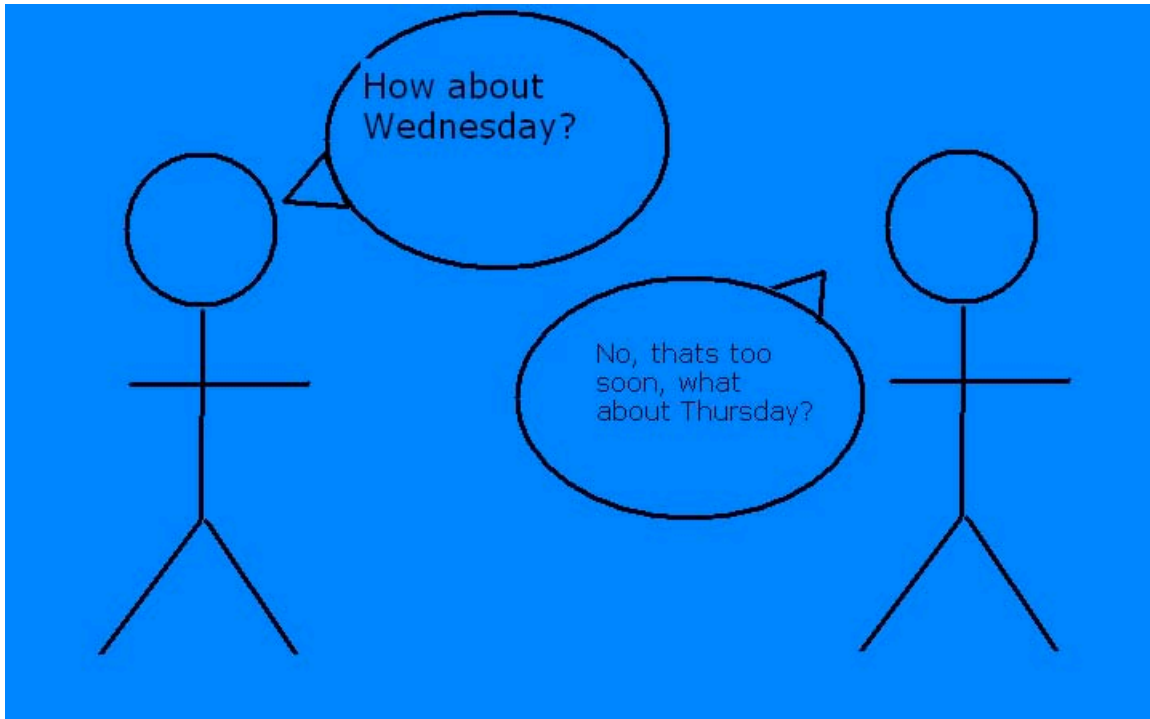
1.5 Reflect appropriate manuscript requirements, including title page presentation, **pagination**, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations

4) Determine what the form of diction of the passage is in.

- a) Informal diction
- b) Colloquial diction
- c) Poetic diction
- d) none of the above.

9WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, **diction**, and syntax.

Act III Cell 4



"CAPULET

Monday! ha, ha! Well, Wednesday is too soon,
O' Thursday let it be: o' Thursday, tell her,
She shall be married to this noble earl.
Will you be ready? do you like this haste?
We'll keep no great ado,--a friend or two;
For, hark you, Tybalt being slain so late,
It may be thought we held him carelessly,
Being our kinsman, if we revel much:
Therefore we'll have some half a dozen friends,
And there an end. But what say you to Thursday?

PARIS

My lord, I would that Thursday were to-morrow."

Capulet and Paris discuss when Paris will marry Juliet. They decide on Thursday because Wednesday is too soon.

- 1) Who did Juliet's parents suppose she would marry on Thursday?
- 2) "Monday! ha, ha! Well, Wednesday—"

What form of punctuation would be used to indicate that there is more of the sentence that wasn't finished—not that the speaker was interrupted?

9WC1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

3) What does *kinsman* mean and where is it derived?

1.1 Identify and use the literal and figurative meanings of words and understand word derivations

4) "Monday! ha, ha! Well, Wednesday is too soon, O' Thursday let it be: o' Thursday, tell her,"

What is the structure of the quote above?

9WC1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Act III Cell 5



"Nurse

Marry, I will; and this is wisely done.

Exit

JULIET

Ancient damnation! O most wicked fiend!
Is it more sin to wish me thus forsworn,
Or to dispraise my lord with that same tongue
Which she hath praised him with above compare
So many thousand times? Go, counsellor;
Thou and my bosom henceforth shall be twain.
I'll to the friar, to know his remedy:
If all else fail, myself have power to die."

Nurse tries to talk Juliet into marrying Paris and after Juliet pretends to agree, she feels that if she has to she will kill herself to avoid it.

- 1) Who tries to talk Juliet into marrying Paris?
- 2) What does this quote "If all else fail, myself have power to die" show about Juliet?

- a) She is cruel.
- b) She is foolish.
- c) She is willing to commit suicide rather than living without Romeo
- d) She is dramatic.

LR3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

- 3) Is the quote in an active or passive voice?
- a) it's active; passive would be "I can always be killed by myself"
 - b) it's passive; active would be

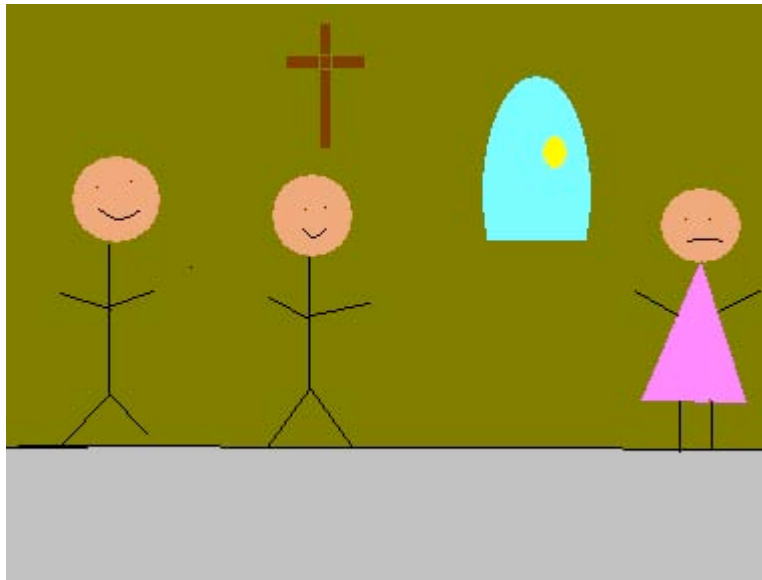
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

4) What would be the easiest and most reliable way to find the definition to a word?

- a) ask your friend
- b) think really hard and guess
- c) use a dictionary
- d) read a history book

9WS1.3 Research and Technology: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

Romeo and Juliet – Act IV Cell One- Wedding Arrangements



Quote: "FRIAR LAWRENCE: (aside) I would I knew not why it should be slowed.— Look, sir, here comes the lady toward my cell.

PARIS: Happily met, my lady and my wife.

JULIET: That may be, sir, when I may be a wife.

PARIS: That "may be" must be, love, on Thursday next....

PARIS: Come you to make confession to this Father?

JULIET: To answer that, I should confess to you."

Summary: Paris is arranging Juliet's and his wedding at the church with Friar Lawrence. Juliet's father, Capulet wants to move up the wedding to Thursday because he thinks that it will help Juliet be less sorrowful. Juliet then walks into the church to make confessions to the friar and Paris acts as if they are already married.

Questions:

1. Why is the wedding being held earlier than originally planned?
 - a) Because Juliet is overanxious to get the marriage ceremony over with.
 - b) Because Paris wants to marry Juliet quickly and take all her inheritance.
 - c) Because Paris and Juliet are madly in love with each other.

d) Because Capulet believes that the wedding would help lift Juliet's gloominess.

2. In the passage above, what is the relationship between Paris and Juliet?

- a) Juliet and Paris are lovers
- b) Juliet and Paris are adversaries
- c) Juliet and Paris are husband and wife
- d) Juliet is parentally-betrothed to Paris

9RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences).

3. Which one of these phrases is an independent clause?

- a) may be sir.
- b) The lady toward my cell.
- c) Look, sir, here comes.
- d) I should confess to you.

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

4. What type of sensory details is used in the passage above?

- a) sight; because it shows the movement of Juliet towards the friar's cell
- b) sound: because you can hear the dialogue between characters
- c) taste; because you can taste the mustiness of the church through the writing
- d) both A & B

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Romeo and Juliet- Act IV Cell Two –The Friar’s Plan



Quote: “Friar Lawrence:Tomorrow night look that thou lie alone.
Let not the Nurse lie with thee in thy chamber.
Take thou this vial, being then in bed,
And this distillèd liquor drink thou off,
When presently through all thy veins shall run
A cold and drowsy humor, for no pulse
Shall keep his native progress, but surcease.”

Summary: Juliet confesses to Friar Lawrence that she does not want to marry Paris. The friar gives her a vial with a poison that will temporary stop her heart and make her look dead. The plan Friar Lawrence makes allows Juliet to avoid the marriage and join her beloved Romeo.

Questions:

1. What would the liquid in the vial do Juliet if she drinks it?
 - a) The liquid is a neurotoxin that will immediately kill her.
 - b) The liquid will make Juliet look dead.
 - c) The liquid will make Juliet more beautiful for her wedding day.
 - d) The liquid is medicine for Juliet’s broken heart.

2. What does the word *distilled* mean in the phrase, "this distilled liquor drink thou off?"

- a) Purified
- b) Dull
- c) Heavenly
- d) Insipid

9RW1.1 **Vocabulary and Concept development:** Identify and use the literal and figurative meanings of words and understand word derivations.

3. What is the correct way of writing surcease in past tense?

- a) surceased
- b) surceasened
- c) surceasing
- d) There is no past tense form of this word because it is a adjective.

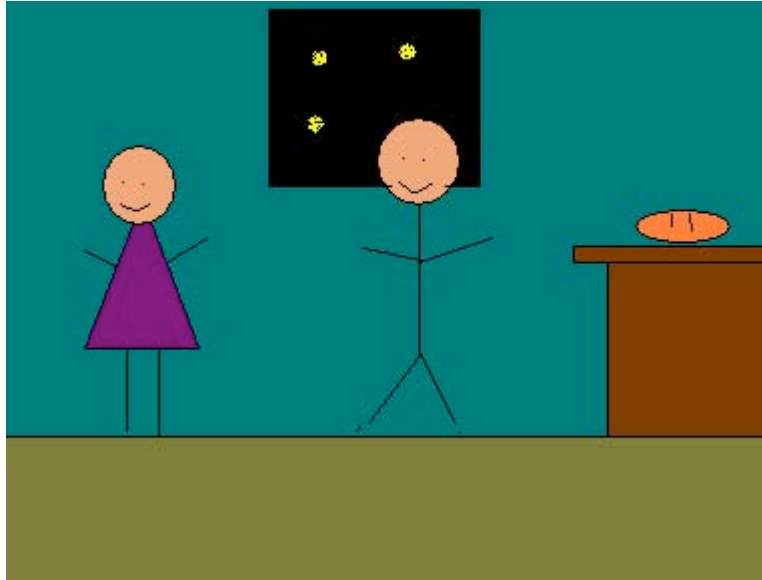
9WC1.4 **Manuscript Form:** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

4. How are the characteristics of the passage related to its genre?

- a) The single character on stage classifies this scene as a soliloquy.
- b) Because only one person is talking, even when there is other people on the stage, this scene is a monologue.
- c) The planning of the "death" of the main character makes this scene a tragedy.
- d) Both B & C

9RL3.1 **Structural Features of Literature:** Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

Romeo and Juliet- Act IV Cell Three- Wedding Preparations



Quote: "LADY CAPULET: We shall be short in our provision.

'Tis now near night.

CAPULET: Tush, I will stir about,
And all things shall be well, I warrant thee, wife.
Go thou to Juliet, help to deck up her.
I'll not to bed tonight. Let me alone.
I'll play the housewife for this once."

Summary: Back at the Capulet estate, wedding preparations are busily going on. Everyone but the bride is excited. Since the wedding is going to occur at such a short notice, Lady Capulet is worried provisions will run short, but Capulet reassures her that he will cover everything.

Questions:

1. Who says that he/she will make sure everything will turn out fine on Juliet's wedding day?

- a) Capulet
- b) the nurse
- c) Paris
- d) Lady Capulet

2. Identify whether this sentence is in the passive or active voice then transform the idea to the other voice: "We shall be short in our provision"?

- a) passive voice
- b) it's active voice; the weird passive would be "short shall have been by us"

9WS1.2 **Organization and Focus:** Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

3. The use of Early Modern English and arranged marriages hints that the setting takes place in

- a) Mid 1590s
- b) Mid 1770s
- c) Mid 1820s
- d) Mid 1400s

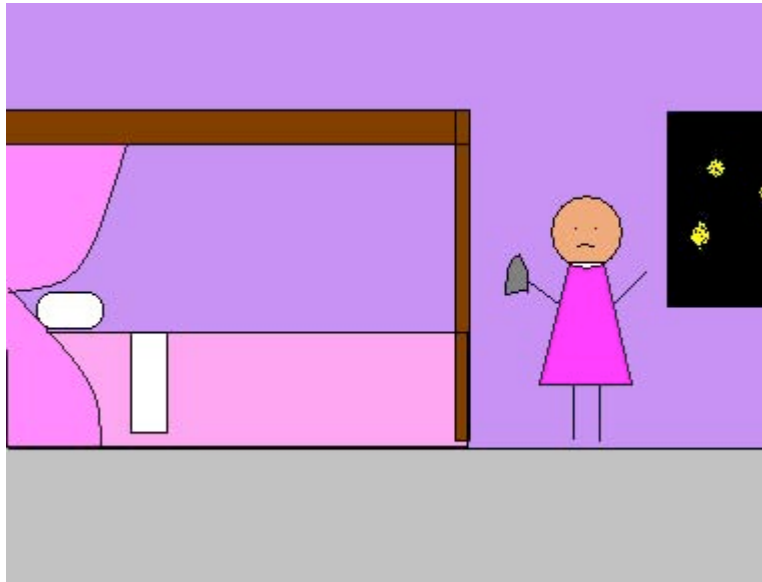
9RL3.12 **Literary Criticism:** Analyze the way in which a work of literature is related to the themes and issues of its historical period

4. Which word and language do you think the word *provision* most likely came from?

- a) Old French; *provision* which means food
- b) Latin; *præparare* which means preparation
- c) Latin; *pabulum* which means food
- d) Old French; *provendier* which means supplies

9RW.0 **Word analysis, fluency, and systematic vocabulary development:** Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Romeo and Juliet- Act IV Cell Four- The Vial



Quote: "My dismal scene I needs must act alone. Come, vial.
What if this mixture do not work at all?
Shall I be married then tomorrow morning?
No, no. This shall forbid it. Lie thou there.
What if it be a poison, which the friar
Subtly hath ministered to have me dead,
Lest in this marriage he should be dishonored
Because he married me before to Romeo?
I fear it is. And yet, methinks, it should not,
For he hath still been tried a holy man.
How if, when I am laid into the tomb,
I wake before the time that Romeo
Come to redeem me? There's a fearful point"

Summary: Juliet and the nurse prepare for the wedding and then Juliet asks the nurse to leave. Alone in her room, Juliet is about to drink the liquid in the vial. However, she starts to have doubts about the efficiency of the poison and is fearful that things may not go according to the plan.

Questions:

1. What does Juliet start to have doubts about?
 - a) The effectiveness of the liquid in the vial
 - b) Whether the secret plan will turn out successfully
 - c) The wedding plans
 - d) both A and B

2. Juliet is starting to have doubts and fears. You can tell her attitude through her

- a) voice
- b) choices
- c) persona
- d) none of the above

9RL3.9 Narrative Analysis of Grade-Level-Appropriate Text:

Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3. Which word has the most negative connotation?

- e) Dishonor
- f) Reflection
- g) Reproach
- h) Disgrace

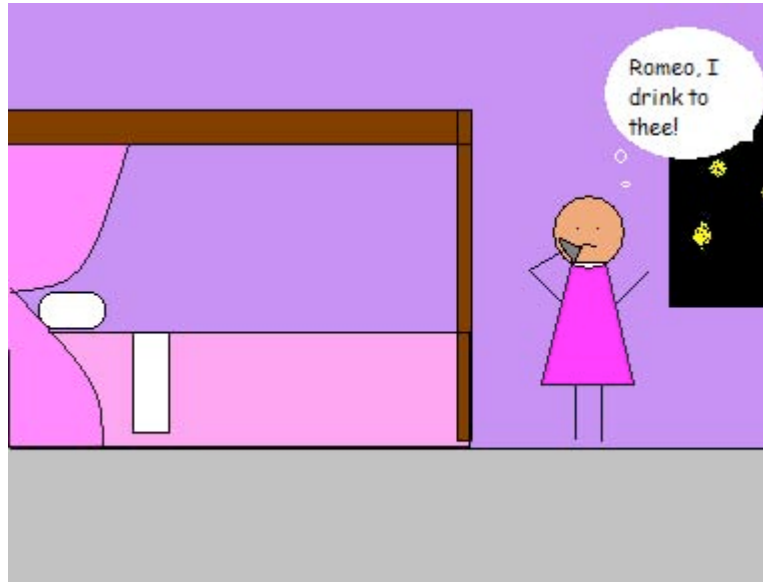
9RW1.2 Vocabulary and Concept development: Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words

4. Which phrase below has an incorrect placement of a modifier?

- a) holy man
- b) fearful point
- c) this marriage
- d) all the phrases use a modifier correctly

9LC1.2 Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Romeo and Juliet- Act IV Cell Five- Juliet's "Suicide"



Quote: Oh, look! Methinks I see my cousin's ghost
Seeking out Romeo, that did spit his body
Upon a rapier's point. Stay, Tybalt, stay!
Romeo, Romeo, Romeo! Here's drink. I drink to thee.

Summary: Juliet sees Tybalt's ghost trying to kill Romeo. Then she drinks the liquid in the vial for Romeo.

Questions:

1. To whom does Juliet drink the liquid to?
 - a) her secret and exiled husband, Romeo
 - b) her dead cousin, Tybalt
 - c) her fiancé, Paris
 - d) her friend and nurse
2. Juliet is obviously...
 - a) madly in love because she is willing to sacrifice everything for her lover.
 - b) pregnant because everybody knows that you should drink poison when you are pregnant.

c) stupid for willing to drink a mysterious liquid a random apothecary gave her

d) on drugs because she hallucinates and sees her dead cousin

9RL3.4 Narrative Analysis of Grade-Level-Appropriate Text:

Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy

3. What would be the correct way of saying *methinks* in Contemporary Colloquial English?

a) I think

b) me thinks

c) me think

d) I thinks

9WS1.9 Evaluation and Revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

4. What type of literary devices does Shakespeare use in the passage above?

a) Foreshadowing because Juliet is predicting the future.

b) Hyperbole because Juliet is a drama queen.

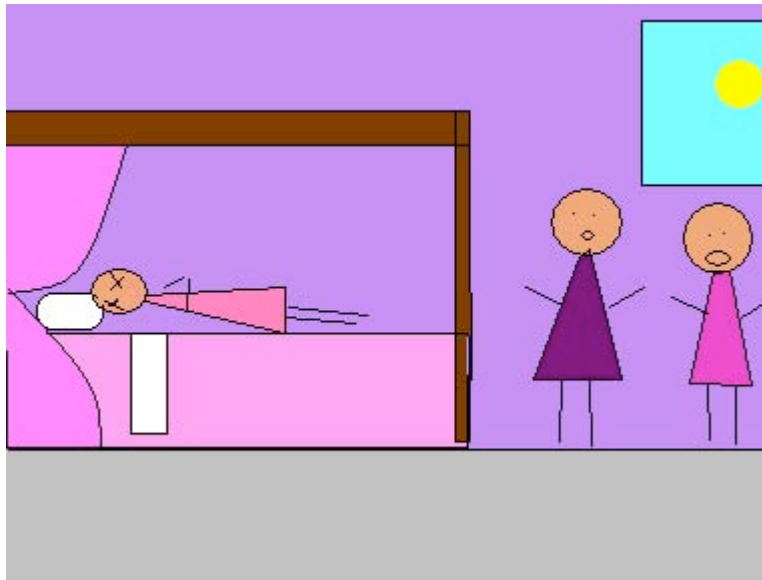
c) Pathetic fallacy because the dark night reflect Juliet's behavior and attitude.

d) Personification because Juliet's mood is represented by a animal.

9RL3.6 Narrative Analysis of Grade-Level-Appropriate Text:

Analyze and trace an author's development of time and sequence, including the use of complex literary devices.

Romeo and Juliet- Act IV
Cell Six- The Discovery of Juliet's Body



Quote: NURSE: She's dead, deceased, she's dead. Alack the day!
LADY CAPULET: Alack the day. She's dead, she's dead, she's dead!
CAPULET: Ha? Let me see her. Out, alas! She's cold.
Her blood is settled, and her joints are stiff.
Life and these lips have long been separated.
Death lies on her like an untimely frost
Upon the sweetest flower of all the field.

Summary: The nurse first discovers Juliet's "dead" body. Capulet confirms that Juliet's body is actually lifeless. Everyone is devastated, but only Friar Lawrence knows the truth.

Questions:

1. Who only knows about the secret plan?
 - a) Friar Lawrence
 - b) Romeo
 - c) Friar John
 - d) Nurse

2. What does the word *alack* mean in the phrase, "Alack the day?"
 - e) curse
 - f) consecrate

g) annihilate

h) cherish

9RW1.1 **Vocabulary and Concept development:** Identify and use the literal and figurative meanings of words and understand word derivations.

3. You can tell the reaction of the nurse and mother was sad and surprised through their

a) voice

b) choices

c) persona

d) none of the above

9RL3.9 **Narrative Analysis of Grade-Level-Appropriate Text:** Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

4. Why has Juliet committed a fraud suicide?

a) Because she wants to see her lover and husband, Romeo

b) Because she wants to avoid an arranged marriage with Paris

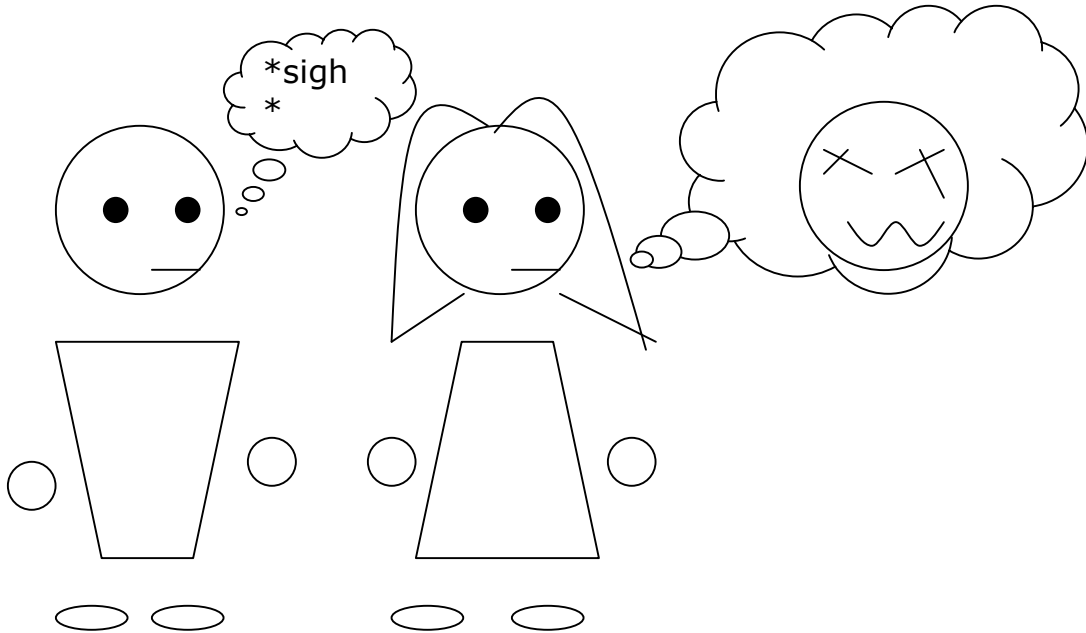
c) Because she is in mourning for her dead cousin, Tybalt

d) All of the above

9RC2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** Generate relevant questions about readings on issues that can be researched.

Cell 1

ACT IV SCENE I. Friar Laurence's cell.



PA

RIS

Immoderately she weeps for Tybalt's death,
And therefore have I little talk'd of love;
For Venus smiles not in a house of tears.
Now, sir, her father counts it dangerous
That she doth give her sorrow so much sway,
And in his wisdom hastes our marriage,
To stop the inundation of her tears;
Which, too much minded by herself alone,
May be put from her by society:
Now do you know the reason of this haste.

Summary: Paris cannot talk about love because Juliet still "weeps for Tybalt's death."

1. Why can't Paris talk about love to Juliet?
2. What kind of literature is *Romeo and Juliet*?
 - a) A sonnet

- b) A play
- c) An epic
- d) A novel

Structural Features of Literature 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

3. Which of the following are independent clauses?

- a) Immoderately she weeps
- b) Her father counts it dangerous
- c) And in his wisdom hastes
- d) None of the above
- e) a & b
- f) c & d
- g) d, e & f

Grammar and Mechanics of Writing 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

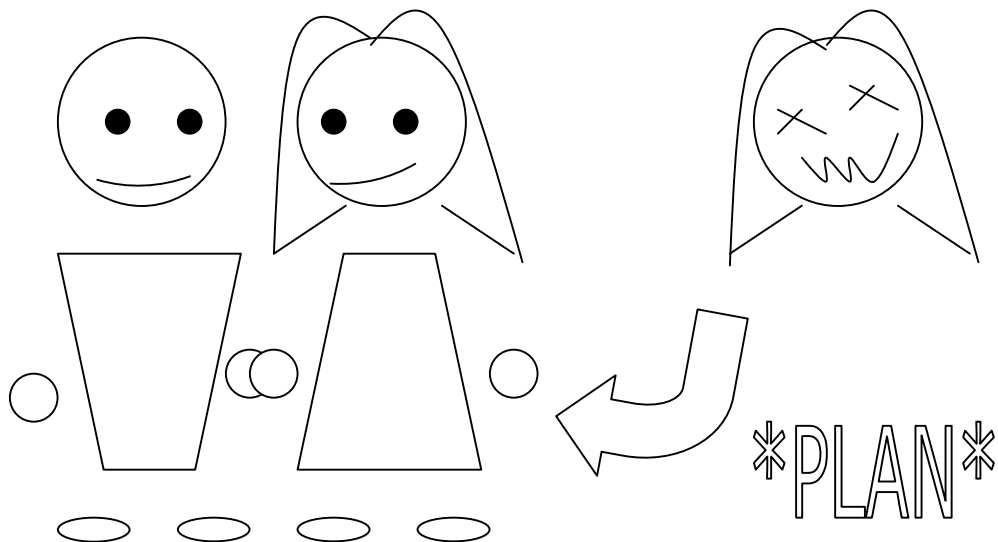
4. "For Venus smiles not in a house of tears."

In the quote above, does Paris mean it literally or figuratively?

Vocabulary and Concept Development 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

Cell 2

ACT IV SCENE I. Friar Laurence's cell.



FR

FRIAR LAURENCE

Hold, then; go home, be merry, give consent
To marry Paris: Wednesday is to-morrow:
To-morrow night look that thou lie alone;
Let not thy nurse lie with thee in thy chamber:
Take thou this vial, being then in bed,
And this distilled liquor drink thou off;
When presently through all thy veins shall run
A cold and drowsy humour, for no pulse
Shall keep his native progress, but surcease:
No warmth, no breath, shall testify thou livest;
The roses in thy lips and cheeks shall fade
To **paly** ashes, thy eyes' windows fall,
Like death, when he shuts up the day of life;
Each part, deprived of supple government,
Shall, stiff and stark and cold, appear like death:
And in this borrow'd likeness of shrunk death
Thou shalt continue two and forty hours,
And then awake as from a pleasant sleep.
Now, when the bridegroom in the morning comes

To rouse thee from thy bed, there art thou dead:
Then, as the manner of our country is,
In thy best robes uncover'd on the bier
Thou shalt be borne to that same ancient vault
Where all the kindred of the Capulets lie.
In the mean time, against thou shalt awake,
Shall Romeo by my letters know our drift,
And hither shall he come: and he and I
Will watch thy waking, and that very night
Shall Romeo bear thee hence to Mantua.
And this shall free thee from this present shame;
If no inconstant toy, nor womanish fear,
Abate thy valour in the acting it.

Summary: Friar says, "tomorrow is Wednesday, when you marry Paris..." Friar comes up with a plan for Juliet. **PLAN:** Go home and make sure nobody comes into the chamber the night. Drink the liquor drink. In the morning, everyone will think you are dead. Then, Romeo and I shall wait until you wake up.

1. What is the plan?
2. What is denotative meaning of *paly*?
 - a) Pale
 - b) Divided into several equal parts by perpendicular lines.
 - c) Pal

Vocabulary and Concept Development 1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

3. What is the goal of the plan?

Structural Features of Informational Materials 2.3 Generate relevant questions about readings on issues that can be researched.

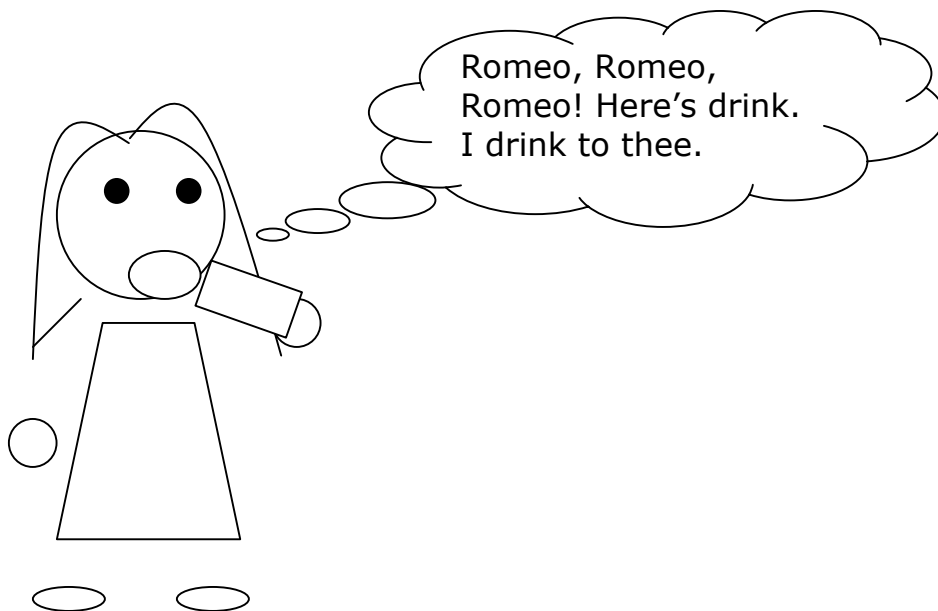
4. If you were to be called "a Friar Laurence" what would be intended?
 - a) sneaky in a good way
 - b) good - looking
 - c) smart

d) none of the above

Reading 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

Cell 3

ACT IV SCENE III. Juliet's chamber.



JU

LIET

Farewell! God knows when we shall meet again.
I have a faint cold fear thrills through my veins,
That almost freezes up the heat of life:
I'll call them back again to comfort me:
Nurse! What should she do here?
My dismal scene I needs must act alone.
Come, vial.
What if this mixture do not work at all?
Shall I be married then to-morrow morning?
No, no: this shall forbid it: lie thou there.

Laying down her dagger

What if it be a poison, which the friar
Subtly hath minister'd to have me dead,
Lest in this marriage he should be dishonour'd,
Because he married me before to Romeo?
I fear it is: and yet, methinks, it should not,
For he hath still been tried a holy man.

How if, when I am laid into the tomb,
I wake before the time that Romeo
Come to redeem me? there's a fearful point!
Shall I not, then, be stifled in the vault,
To whose foul mouth no healthsome air breathes in,
And there die strangled ere my Romeo comes?
Or, if I live, is it not very like,
The horrible conceit of death and night,
Together with the terror of the place,--
As in a vault, an ancient receptacle,
Where, for these many hundred years, the bones
Of all my buried ancestors are packed:
Where bloody Tybalt, yet but green in earth,
Lies festering in his shroud; where, as they say,
At some hours in the night spirits resort;--
Alack, alack, is it not like that I,
So early waking, what with loathsome smells,
And shrieks like mandrakes' torn out of the earth,
That living mortals, hearing them, run mad:--
O, if I wake, shall I not be distraught,
Environed with all these hideous fears?
And madly play with my forefather's joints?
And pluck the mangled Tybalt from his shroud?
And, in this rage, with some great kinsman's bone,
As with a club, dash out my desperate brains?
O, look! methinks I see my cousin's ghost
Seeking out Romeo, that did spit his body
Upon a rapier's point: stay, Tybalt, stay!
Romeo, I come! this do I drink to thee.

Summary: Juliet is praying before she drinks the liquor that this plan will work and that she would also be able to see Romeo.

1. Why is Juliet praying before she drinks the liquor?
2. What dramatic convention best describes the quote above?
 - a) Dialogue
 - b) Speech
 - c) Soliloquy
 - d) Metaphor

10RL3.10 Narrative Analysis of Grade-Level-Appropriate Text

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

3. "Farewell! God knows when we shall meet again."

Where is the active verb in this quote?

Organization and Focus 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

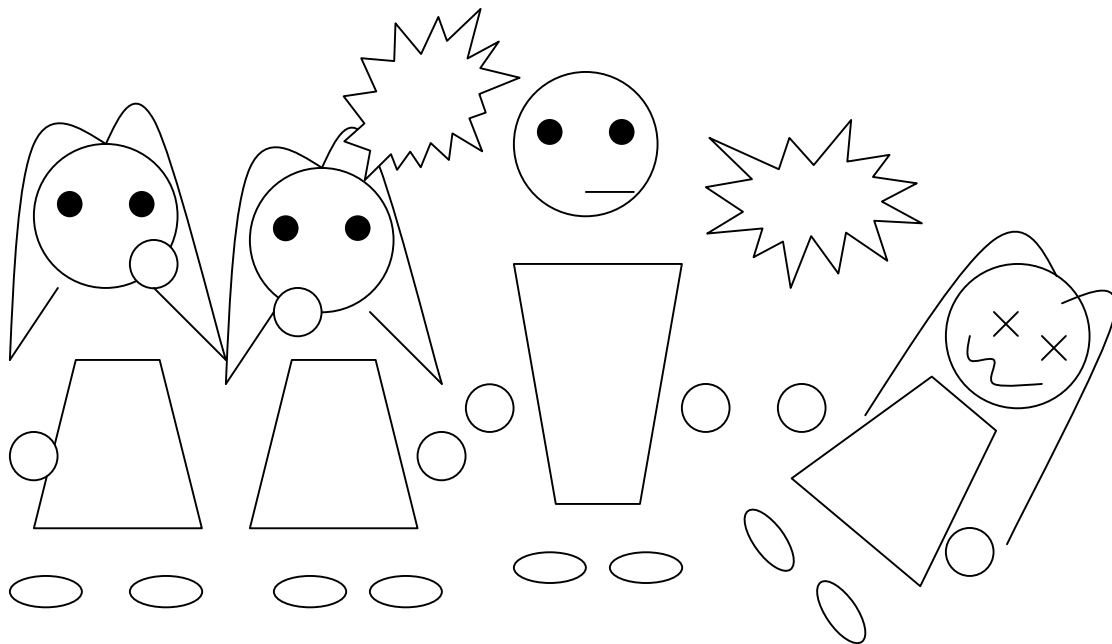
4. "Farewell! God knows when we shall meet again." What category would best fit this quote?

- a) Figurative language
- b) Imagery
- c) Symbolism
- d) None of the above

Narrative Analysis of Grade-Level-Appropriate Text 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Cell 4

ACT IV SCENE V. Juliet's chamber.



Nurse

She's dead, deceased, she's dead; alack the day!

LADY CAPULET

Alack the day, she's dead, she's dead, she's dead!

CAPULET

Ha! let me see her: out, alas! she's cold:

Her blood is settled, and her joints are stiff;

Life and these lips have long been separated:

Death lies on her like an untimely frost

Upon the sweetest flower of all the field.

Summary: The nurse, Capulet's wife, and Capulet find out Juliet seems to be dead.

1. What did the nurse, Capulet's wife, and Capulet find out about Juliet?

2. **Nurse** "She's dead, deceased, she's dead; alack the day!"

What is the subject and verb in this quote?

a) dead; deceased

b) she's dead; deceased

c) dead; she's dead

d) she; is

Grammar and Mechanics of Writing 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

3. What would be a good theme or thesis for an essay for this part of the play?

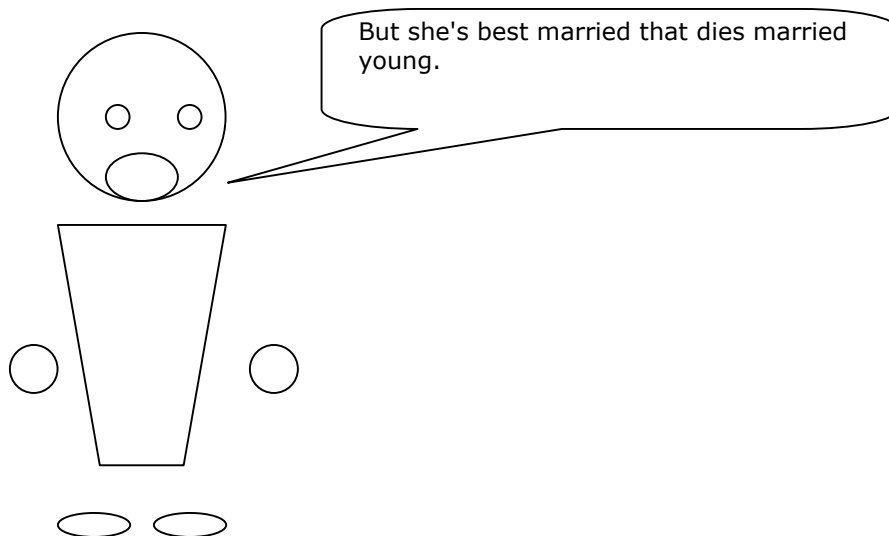
Research and Technology 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

3. Is the play *Romeo and Juliet* that you're reading a secondary or a primary source? Is the tale original to Shakespeare?

Structural Features of Informational Materials 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Cell 5

ACT IV SCENE V. Juliet's chamber.



FR

IAR LAURENCE

Peace, ho, for shame! confusion's cure lives not
In these confusions. Heaven and yourself
Had part in this fair maid; now heaven hath all,
And all the better is it for the maid:
Your part in her you could not keep from death,
But heaven keeps his part in eternal life.
The most you sought was her promotion;
For 'twas your heaven she should be advanced:
And weep ye now, seeing she is advanced
Above the clouds, as high as heaven itself?
O, in this love, you love your child so ill,
That you run mad, seeing that she is well:
She's not well married that lives married long;
But she's best married that dies married young.
Dry up your tears, and stick your rosemary
On this fair corse; and, as the custom is,
In all her best array bear her to church:
For though fond nature bids us an lament,
Yet nature's tears are reason's merriment.

Summary: Yourself, Capulet, and the Heavens were part of the choice Juliet made, to die. Capulet, your part in her could not keep her from death.

1. Do you think Friar Laurence is faking the speech?
2. What dramatic convention best describes the above quote?
 - a) Dialogue
 - b) Monologue
 - c) Simile
 - d) Metaphor

3.10 Narrative Analysis of Grade-Level-Appropriate Text

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

3. Choose a line from the quote above that includes metaphor, simile, or allusion.

Narrative Analysis of Grade-Level-Appropriate Text 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

4. irony: appearance does not equal reality
Does this quote use the literary device of irony? If so, where?

Narrative Analysis of Grade-Level-Appropriate Text 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

CELL 1-ACT V SCENE 1



ROMEO

Is it even so? then I defy you, stars!
Thou know'st my lodging: get me ink and paper,
And hire post-horses; I will hence to-night.

Romeo has just received the news that Juliet is “dead.” He exclaims to the stars that he will defy them and fate will not keep his Juliet apart from him. He tells his servingman Balthasar to bring him ink and paper and to hire horses because he is going to leave Mantua and go back to Verona tonight.

1. Why does Romeo need horses?

2. What are post-horses?

A. fast race horses

B. a horse kept at an inn or post house for use by mail carriers or for rent to travelers

C. small newborn ponies

D. a new species of horses that became extinct during Shakespeare’s time

Vocabulary and Concept Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

3. What does this quote show about Romeo?

A. he is a hasty romantic

B. he is very stupid

C. he is deranged

D. he does not care about Juliet

Narrative Analysis of Grade-Level-Appropriate Text

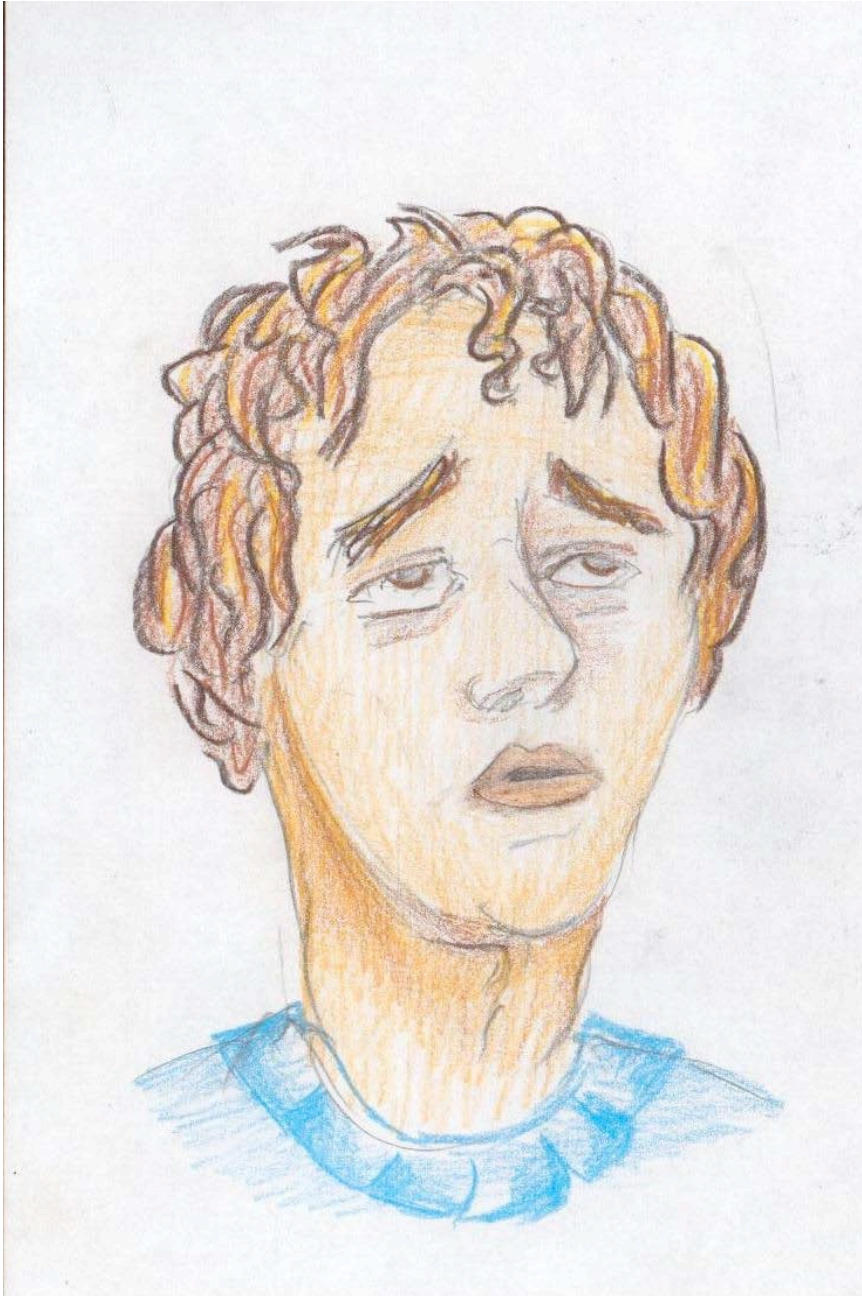
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

4. Is Romeo really talking to the stars? If not, who is he talking to and what do his words mean?

Narrative Analysis of Grade-Level-Appropriate Text

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

CELL 2-ACT V SCENE 1



ROMEO

Well, Juliet, I will lie with thee to-night.
Let's see for means: O mischief, thou art swift
To enter in the thoughts of desperate men!

Romeo decides that he will commit suicide in order to be with Juliet. He thinks about how to commit the suicide.

1. What is Romeo trying to decide?
2. What does this quote show about the love of Romeo and Juliet?
 - A. it shows that Romeo truly loves Juliet and he is willing to give up his life rather than live without her(or so he thinks)
 - B. It shows that Romeo feels guilty about killing Tybalt so he wants to make it up to Juliet by killing himself
 - C. It shows how Romeo played Juliet and only thought of their relationship as a "fling"

Narrative Analysis of Grade-Level-Appropriate Text

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3. "O mischief, thou art swift
To enter in the thoughts of desperate men!"

What literary device is used in this quote?

- A. simile--comparing swift mind to bad deeds
- B. alliteration--desperate men
- C. personification-mischief is personified

Narrative Analysis of Grade-Level-Appropriate Text

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

4. What word would best replace desperate?
 - A. hopeless
 - B. almight
 - C. kind

Vocabulary and Concept Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

CELL 3-ACT V SCENE 1



ROMEO

...The world is not thy friend nor the world's law;
The world affords no law to make thee rich;
Then be not poor, but break it, and take this.

Apothecary

My poverty, but not my will, consents.

ROMEO

I pay thy poverty, and not thy will.

Apothecary

Put this in any liquid thing you will,
And drink it off; and, if you had the strength
Of twenty men, it would dispatch you straight.

Romeo goes to the Apothecary and tries to buy poison. Because it is illegal to sell poison, the Apothecary is at first apprehensive, but Romeo knows that the Apothecary is poor, and he convinces him to sell the poison.

1. Why does the Apothecary sell Romeo the poison?
2. How does the tone of Romeo affect the Apothecary's decision?

Narrative Analysis of Grade-Level-Appropriate Text

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3. Which of the following has consistent verb tense?
 - A. Put this in any liquid thing you will, and drunk it off, and if you has the strength of twenty men, it would dispatched you straight
 - B. The world is not thy friend, nor the world's law; The world is affording no law to make thee rich
 - C. APOTHECARY: My poverty but not my will consents
ROMEO: I pay thy poverty and not thy will

Grammar and Mechanics of Writing

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

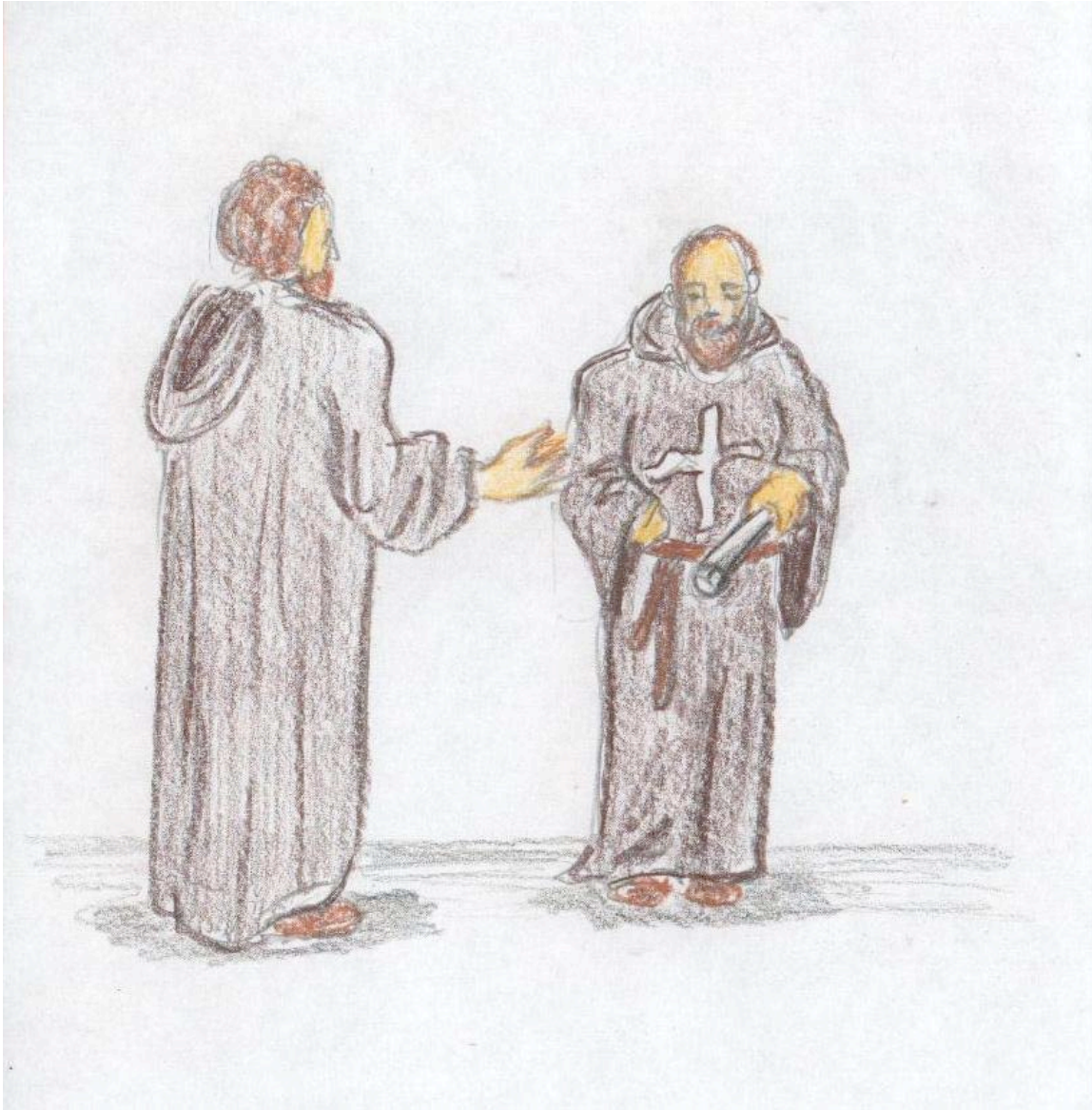
4. The world affords no law to make thee rich;
Then be not poor, but break it, and take this.

Why is there a semicolon separating these two clauses?

Grammar and Mechanics of Writing

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

CELL 4-ACT V SCENE 2



FRIAR LAURENCE

Who bare my letter, then, to Romeo?

FRIAR JOHN

I could not send it,--here it is again,--
Nor get a messenger to bring it thee,
So fearful were they of infection.

Friar Laurence finds out that Friar John could not give Romeo the letter explaining Juliet's plan before he was quarantined in a house.

1. Why was the letter not able to reach Romeo?

2. What does the word bare mean?

- A. a scary animal
- B. naked
- C. to take or hold
- D. to reveal

Vocabulary and Concept Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

3. Identify the following quote as active or passive then transfer it into the other voice: "I could not send it"

- A. passive; Sent by me that could not.
- B. Active; It could send by itself.
- C. Passive; It could not send.
- D. Active; It could not be sent by me.

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

4. What type of dramatic literature is shown in the quote above?

- A. comedy; it is funny that such an important letter would not get to Romeo
- B. irony; it is ironic that something like this would happen
- C. drama; Friar John does not send the letter to cause problems
- D. tragic drama; this small mistake leads to inevitable tragedy

9RL3.1 Structural Features of Literature: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

CELL 5-ACT V SCENE 3



ROMEO

...O, be gone!
By heaven, I love thee better than myself;
For I come hither arm'd against myself:
Stay not, be gone; live, and hereafter say,
A madman's mercy bade thee run away.

PARIS

I do defy thy conjurations,
And apprehend thee for a felon here.

ROMEO

Wilt thou provoke me? then have at thee, boy!

They fight

PAGE

O Lord, they fight! I will go call the watch.

Exit

PARIS

O, I am slain!

Falls

If thou be merciful,
Open the tomb, lay me with Juliet.

Dies

Romeo tells Paris to leave him alone with Juliet but Paris does not listen, and they start to fight. Romeo kills Paris.

1. Who dies in the quote?

2. Which of the following is an active verb?
 - A. heaven
 - B. boy
 - C. provoke
 - D. myself

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

3. The passage is in what kind of diction?
 - A. poetic diction
 - B. formal diction
 - C. literal diction
 - D. none of the above

9WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

4. What can you tell about Romeo from the passage above?

A. he just wants to be with Juliet

B. he hates Paris

C. he has the potential to be a mass murderer

D. he is a cold-blooded killer

10RL3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

CELL 6-ACT V SCENE 3



ROMEO

O my love! my wife!
Death, that hath suck'd the honey of thy breath,
Hath had no power yet upon thy beauty:

Romeo has opened Juliet's tomb and marveling at her beauty, because he thinks she is really dead.

1. Who is Romeo talking about?
2. What does the word hath mean?
 - A. to get, receive, or take
 - B. hold
 - C. to give back
 - D. has

Vocabulary and Concept Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

3. What is a synonym for the word hath?

- A. has
- B. did
- C. hat
- D. haltingly

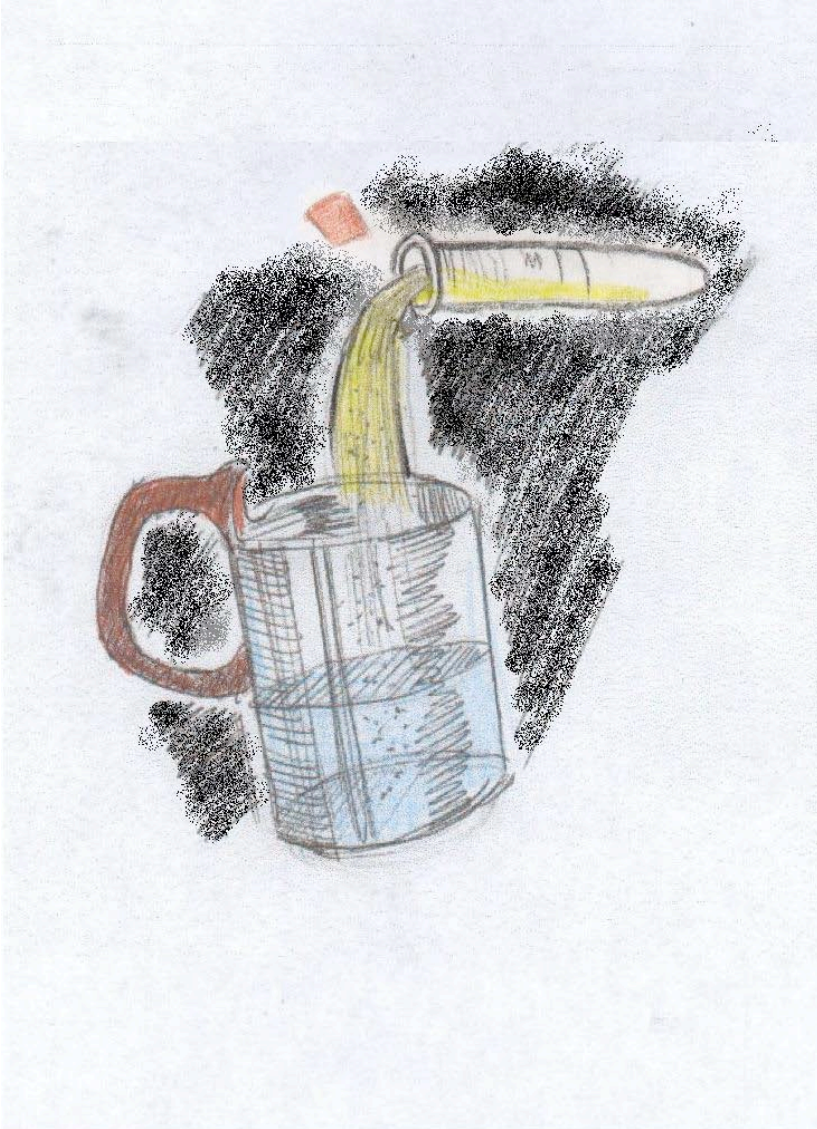
9RW1.1 Vocabulary and Concept development: Identify and use the literal and figurative meanings of words and understand word derivations.

4. What literary device is used in the quote?

- A. figurative language
- B. imagery
- C. symbolism
- D. all of the above

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

CELL 7-ACT V SCENE 3



ROMEO

For fear of that, I still will stay with thee;
And never from this palace of dim night
Depart again: here, here will I remain
With worms that are thy chamber-maids; O, here
Will I set up my everlasting rest,
And shake the yoke of inauspicious stars
From this world-wearied flesh. Eyes, look your last!
Arms, take your last embrace! and, lips, O you
The doors of breath, seal with a righteous kiss
A dateless bargain to engrossing death!

Come, bitter conduct, come, unsavoury guide!
Thou desperate pilot, now at once run on
The dashing rocks thy sea-sick weary bark!
Here's to my love!

Drinks

O true apothecary!
Thy drugs are quick. Thus with a kiss I die.

Dies

Romeo looks his last upon Juliet's body and drinks the poison, committing suicide.

1. Who is Romeo speaking to?
2. What is the denotative meaning of the word embrace?
 - A. to adopt
 - B. to enclose
 - C. to take or clasp in the arms
 - D. to tie down with metal wires

9RW1.2 Vocabulary and Concept development: Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

3. Identify the following quote as active or passive then transfer it into the other voice: "I still will stay with thee"
 - A. passive; Stayed with will be thee.
 - B. active; Thee will still be stayed with by me.
 - C. passive; Stayed with by me, will be you.
 - D. active; Will be you stayed with by me.

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

4. Is there any irony in this passage? Explain.

A. Yes; Romeo is dying and it is ironic that he is so young.

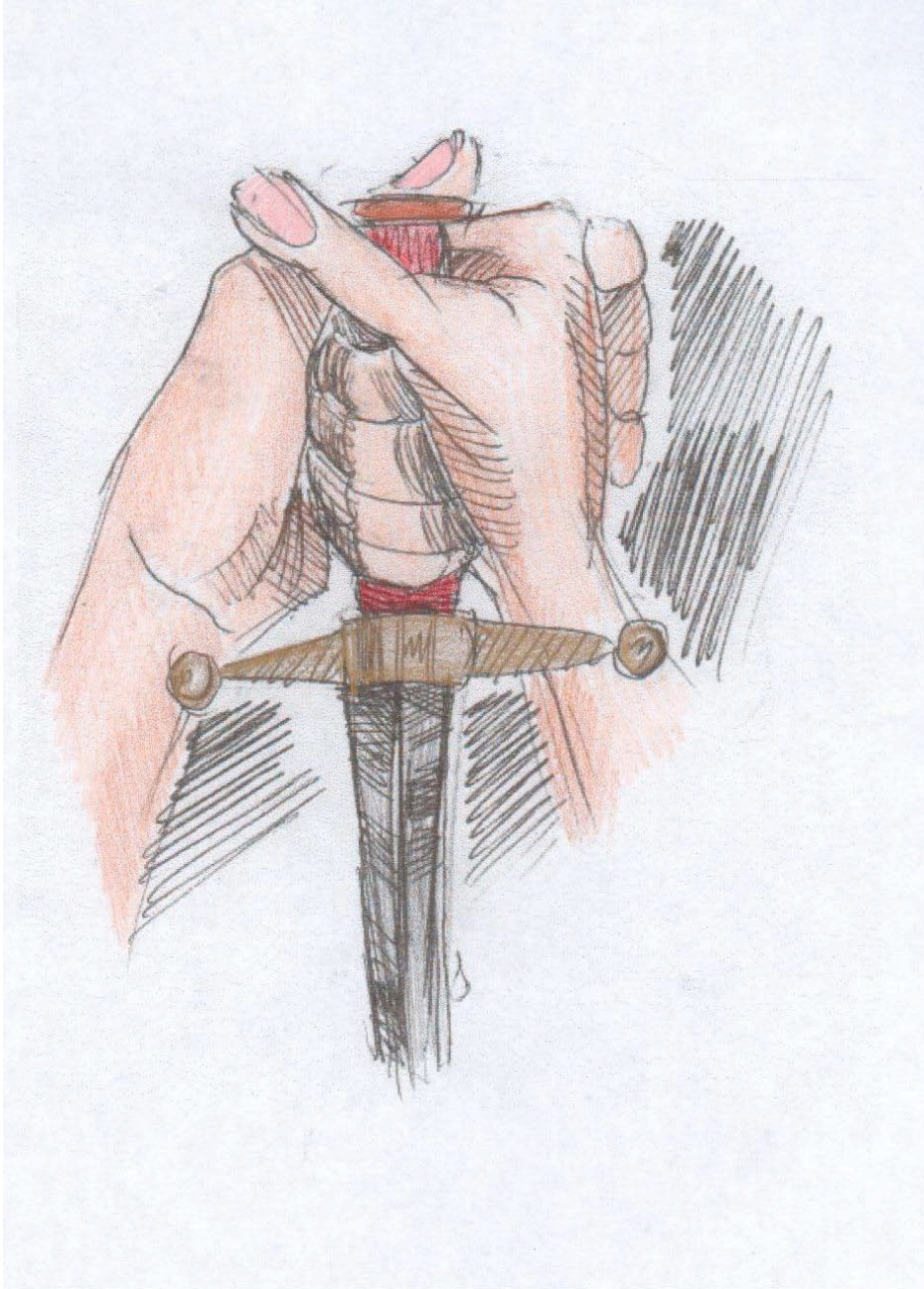
B. Yes; Romeo is killing himself when he has already killed 3 people.

C. Yes; The reader knows that Juliet isn't dead, but Romeo doesn't, so he kills himself. This is dramatic irony.

D. No; everyone already knows that Romeo and Juliet both die at the end of the story.

9RL3.8 Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

CELL 8-ACT V SCENE 3



JULIET

...What's here? a cup, closed in my true love's hand?
Poison, I see, hath been his timeless end:
O churl! drunk all, and left no friendly drop
To help me after? I will kiss thy lips;
Haply some poison yet doth hang on them,
To make die with a restorative.

Kisses him

Thy lips are warm.

First Watchman

[Within] Lead, boy: which way?

JULIET

Yea, noise? then I'll be brief. O happy dagger!

Snatching ROMEO's dagger

This is thy sheath;

Stabs herself

there rust, and let me die.

Falls on ROMEO's body, and dies

Juliet wakes up and sees that Romeo is dead. She wishes that Romeo had left some poison for her. She picks up Romeo's dagger and stabs herself, committing suicide just like Romeo.

1. Why does Juliet use a dagger to kill herself?

2. When does Juliet kill herself?

A. after seeing Romeo dead

B. after stabbing Romeo accidentally

C. after realizing she is worthless

D. after finding the meaning of life

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

3. Identify whether the quote is in active or passive voice and transfer it into the other voice "I will kiss thy lips"

A. active; Kissing thy lips will be done by me.

B. Passive; Thy will kiss my lips.

C. active; Thy lips will be kissed by me.

D. none of the above

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

4. What is the denotative meaning of sheath?

A. a thin fabric

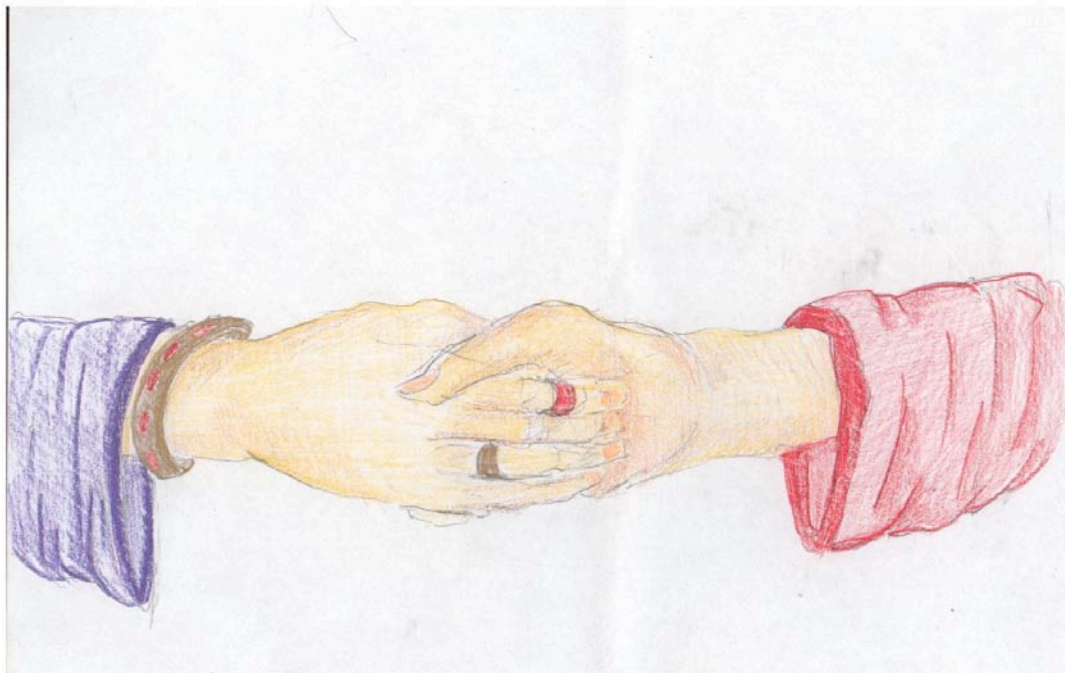
B. a case or covering

C. a body

D. none of the above

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

CELL 9-ACT V SCENE 3



PRINCE

This letter doth make good the friar's words,
Their course of love, the tidings of her death:
And here he writes that he did buy a poison
Of a poor 'pothecary, and therewithal
Came to this vault to die, and lie with Juliet.
Where be these enemies? Capulet! Montague!
See, what a scourge is laid upon your hate,
That heaven finds means to kill your joys with love.
And I for winking at your discords too
Have lost a brace of kinsmen: all are punish'd.

CAPULET

O brother Montague, give me thy hand:
This is my daughter's jointure, for no more
Can I demand.

MONTAGUE

But I can give thee more:
For I will raise her statue in pure gold;
That while Verona by that name is known,
There shall no figure at such rate be set
As that of true and faithful Juliet.

CAPULET

As rich shall Romeo's by his lady's lie;
Poor sacrifices of our enmity!

PRINCE

A glooming peace this morning with it brings;
The sun, for sorrow, will not show his head:
Go hence, to have more talk of these sad things;
Some shall be pardon'd, and some punished:
For never was a story of more woe
Than this of Juliet and her Romeo.

Exeunt

The tragic death of Romeo and Juliet causes the Capulets and Montagues to make truce and they shake hands. Montague tells Capulet that he will build a statue of Juliet with pure gold in Verona.

1. Who is shaking hands in the quote?
2. Is there really a statue of Juliet in Verona? Is yes, then was it really built by Montague? Is it really pure gold?

9RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Generate relevant questions about readings on issues that can be researched.

3. "Of a poor 'pothecary, and therewithal"
The removal of the letter "a" in apothecary creates what kind of figurative language?

- A. imagery
- B. alliteration
- C. symbolism
- D. simile

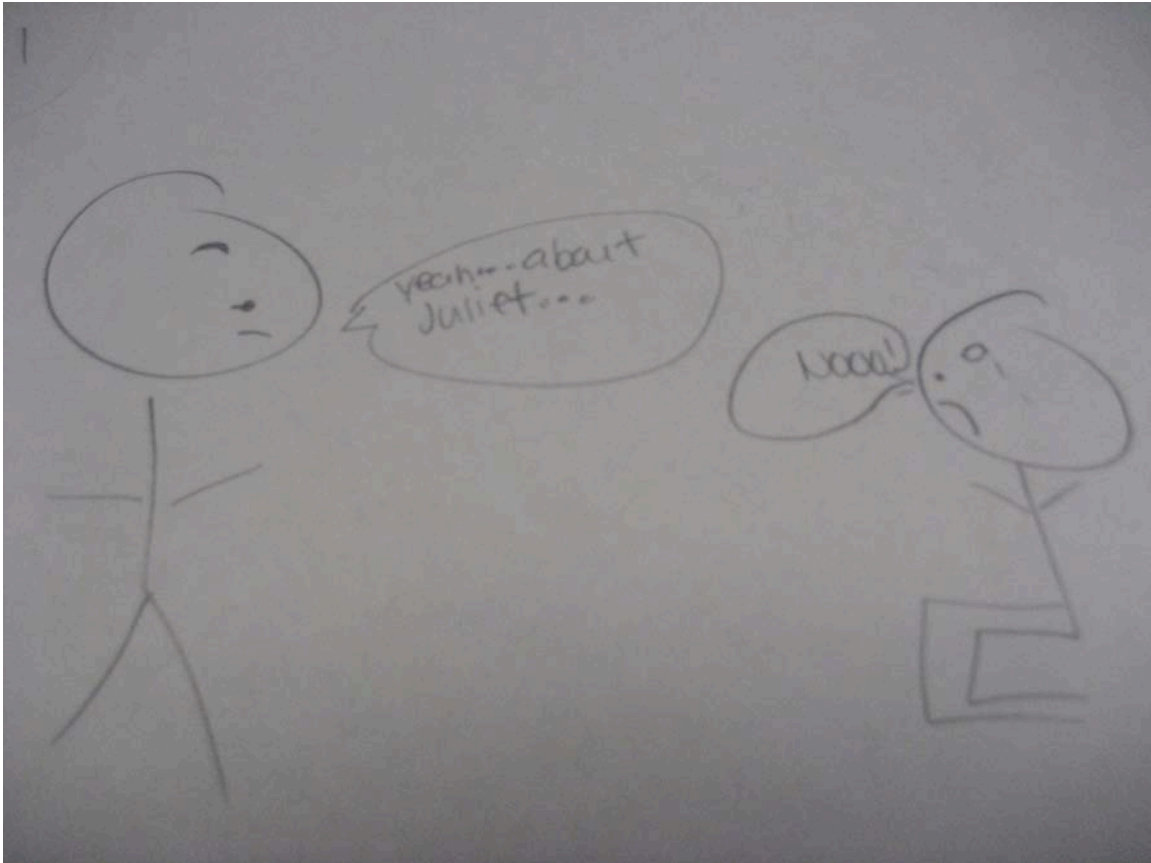
9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

4. How did the hatred of the Montagues and Capulets affect the story?

9RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

Cell 1: the mixup

"Then she is well, and nothing can be ill. Her body sleeps in Capels' monument and her immortal part with angels."



Summary: Balthasar is telling Romeo the most awful news Romeo can ever imagine receiving. He is told that Juliet is dead.

- 1.) Who is the person Balthasar is talking about?
- 2.) What is the Capels monument?
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 3.) How can you rewrite "Then she is well, and nothing can be ill..." to make it more understanding?
- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible

reader misunderstandings.

4.) What does someone sending you a message by foot tell you about the time period?

A. They didn't have telephones

B. They didn't have pagers

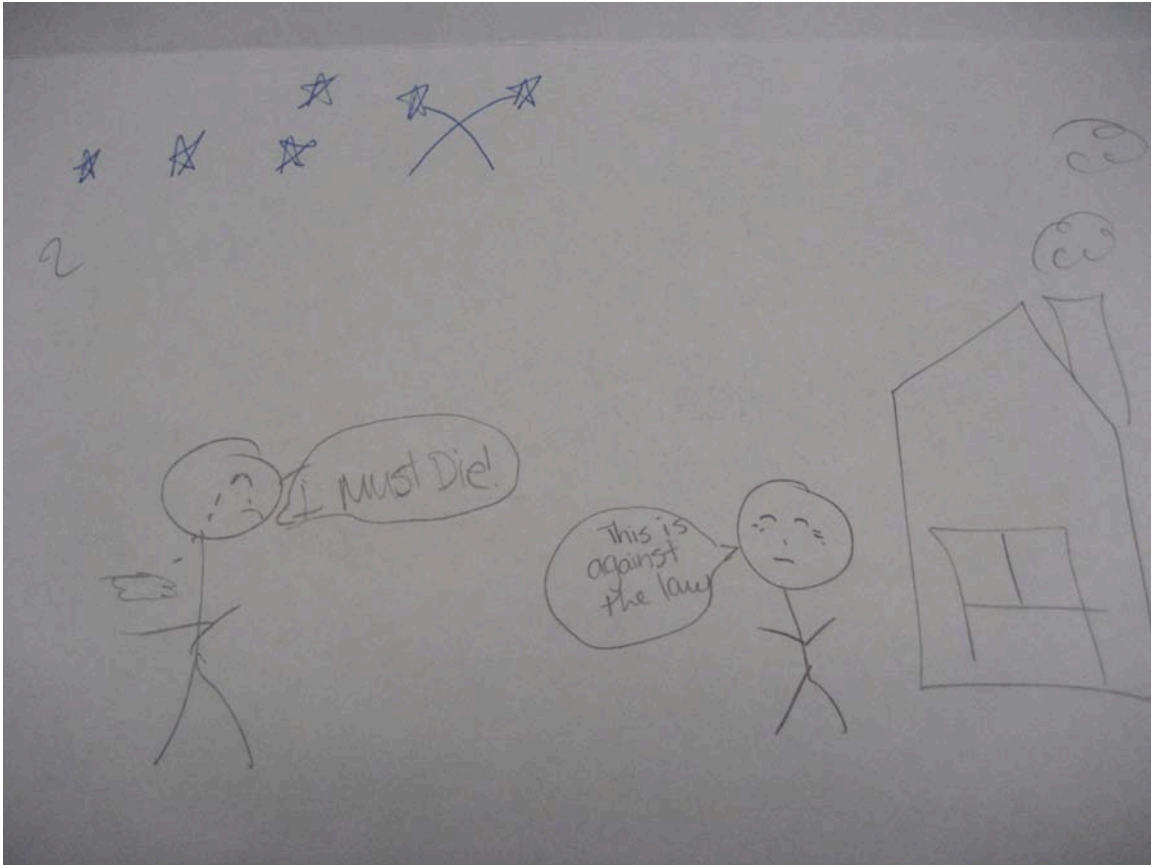
C. Both A and B

D. They didn't have much or any technology.

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Cell 2: Deadly ways of feeling better

"Such mortal drugs I have; but Mantua's law is death to any he that utters them."



Summary: Since Romeo is so depressed and is convinced that he just can not live without her he goes to an apothecary. He requests for a poison. The apothecary says that he has the drugs that Romeo seeks but by law neither of them is allowed to have it in their possession.

- 1.) What are the consequences for having "such mortal drugs" in possession?
 - A. Life in Prison
 - B. Prison for a year the death
 - C. Death
 - D. Both C and B

 2. What does the apothecary mean when he says he has mortal drugs?
 - A. immortal
 - B. Death
 - C. Meant for humans since humans are mortal
 - D. None of the Above
- 1.1 Identify and use the literal and figurative meanings of words and

understand word derivations

3. Where would you be able to find a paraphrased version of this quote?

A. Blockbuster

B. Google it

C. No Fear Shakespeare: Romeo and Juliet

D. Literature magazine article on Romeo and Juliet.

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

4. How would you reword this quote when the audience is children?

A. I have a poison that you and I should not have in the first place because it is against the law.

B. I have this drug man. Want to get high?

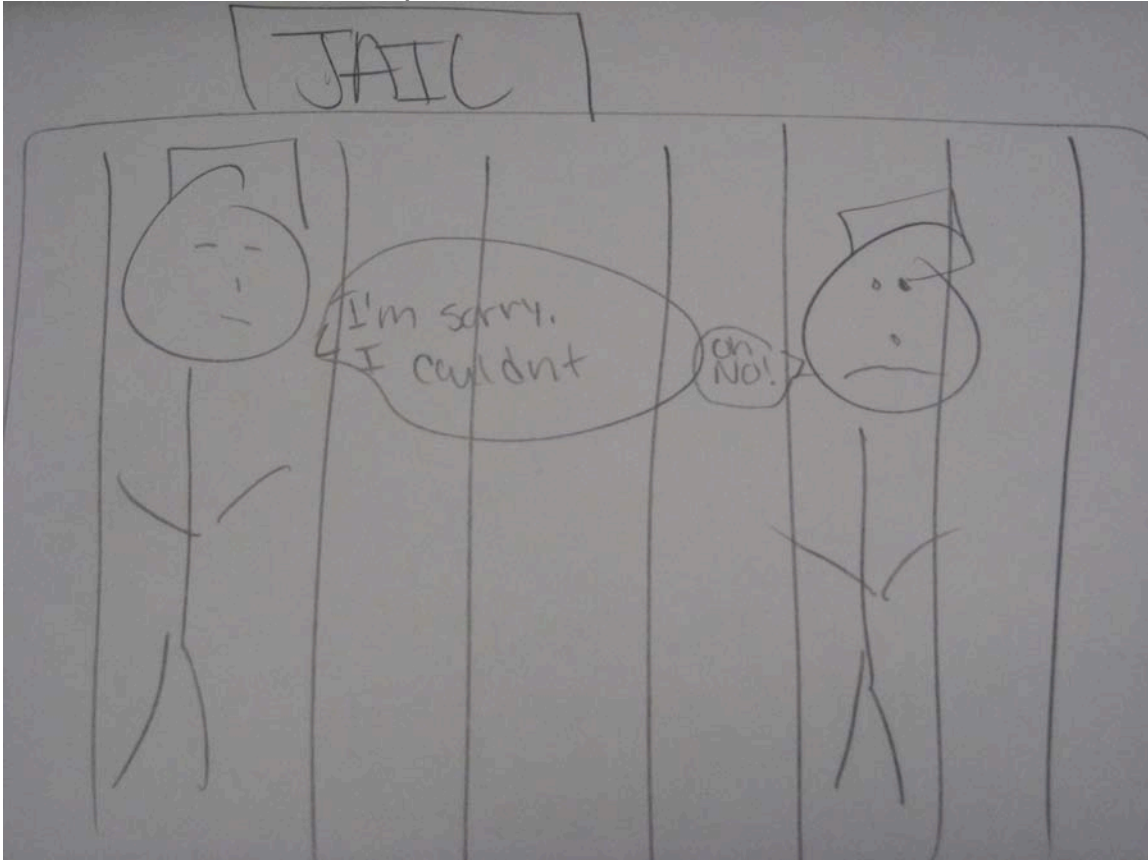
C. I have something that can kill you but I do not know if I should give them to you since it's against the law.

D. None of the above

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Cell 3: The message never sent

"I could not send it,--here it is again,--Nor get a messenger to bring it thee, so fearful were they of infection..."



Summary: Friar Laurence at first sent Friar John to give Romeo a message about how he is the one that created Juliet seem dead by having her barely have a heartbeat and barely breathing. But Friar John could not get to send the message. That is why Romeo is under the impression Juliet is really dead.

1. What could not be sent?

- A. A message
- B. A message from Friar John to Romeo
- C. A message from Juliet to Romeo
- D. A message from Friar Laurence to Romeo

2. What does this quote tell you about the mood by Friar John's tone?

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

3. By Shakespeare's vocabulary what can you tell about the time period?

- A. This was written in medieval times
- B. This was written in Elizabethan era
- C. This was written in the Dark Ages
- D. Both A and B

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices

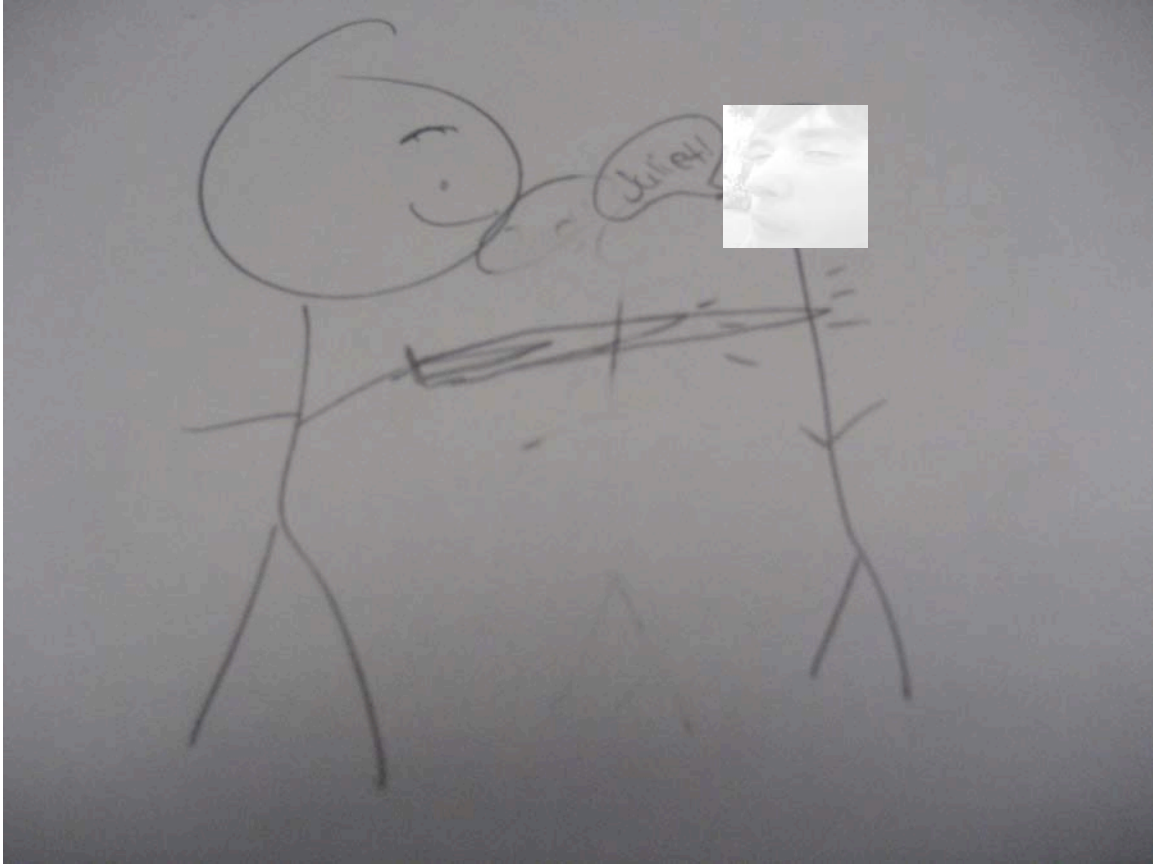
4. What type of imagery is in "...so fearful were they of infection..."?

- A. cacophony
- B. euphony
- C. Auditory
- D. Visual
- E. None of the Above

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Cell 4: The Death of Paris

"O, I am slain! If thou be merciful, open the tomb, lay me with Juliet."



Summary: When Romeo went to the cemetery where the tomb of Juliet is in he runs into Paris, Juliet's fiancé. Romeo and Paris end up getting into a fight. Romeo then kills Paris. Paris' last wish was to be buried in the Capulet tomb alongside Juliet.

1. Who is already in the tomb?
 - A. Romeo
 - B. The poison
 - C. Paris
 - D. Juliet

2. What can you tell about Romeo based on Paris' fighting for Juliet and losing?

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

3. What was the latest interaction between Romeo and Paris?

- A. Romeo ran into Paris in the cemetery
- B. Romeo got into a fight with Paris
- C. Romeo killed Paris
- D. All of the above

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

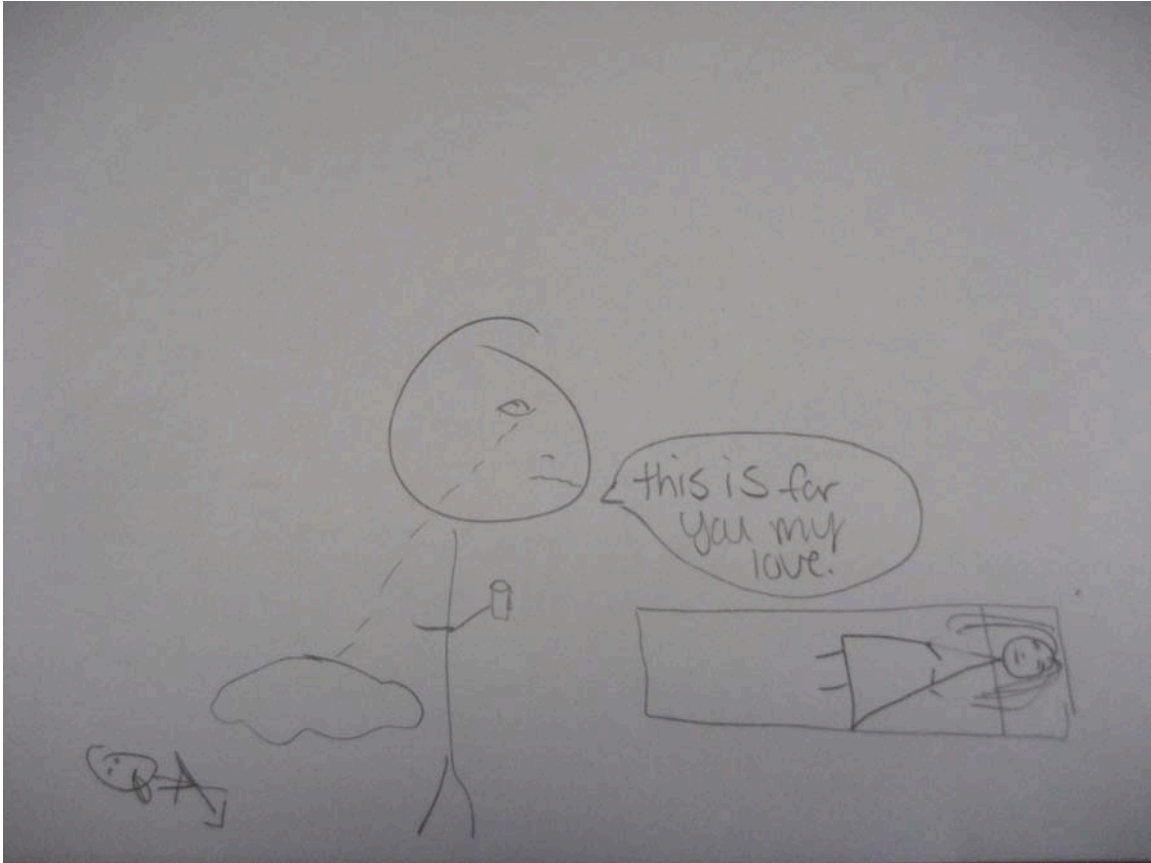
4. What does this quote tell you about Paris?

- A. He loves Juliet
- B. he loves Juliet more than Romeo
- C. He is willing to die for Juliet
- D. Both A and C

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

Cell 5: Romeo proves his love for Juliet

"O you the doors of breath, seal with a righteous kiss a dateless bargain
to engrossing death! Come, bitter conduct, come, unsavoury guide!
Thou desperate pilot, now at once run on the dashing rocks thy sea-sick
weary bark! Here's to my love! O true apothecary!
Thy drugs are quick. Thus with a kiss I die."



Summary: During Romeo's last moments with his Juliet's body he says that he is going to drink the poison for her, to be with her. Once he drinks the poison he realizes it works for sudden death. Before he falls and dies he gives Juliet one last kiss.

1. Who is Romeo going to kiss before he dies?
 - A. Rosaline
 - B. Peter
 - C. Paris
 - D. Juliet
2. What is so ironic about this quote?
 - A. That after this Juliet wakes up from her sleep
 - B. That Romeo is going to die for some girl he just met
 - C. He didn't check her breathing
 - D. None of the above

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3. What does apothecary literally mean?

A. Drug dealer

B. Pharmacist

C. Both A and B

D. None of the above

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

4. Based on this quote and the story of Troilus and Cressida what can you comprehend for many of Shakespeare's love stories?

A. there is usually something that goes completely wrong

B. Characters fall in love with the wrong person.

C. Characters fall in love at the wrong time

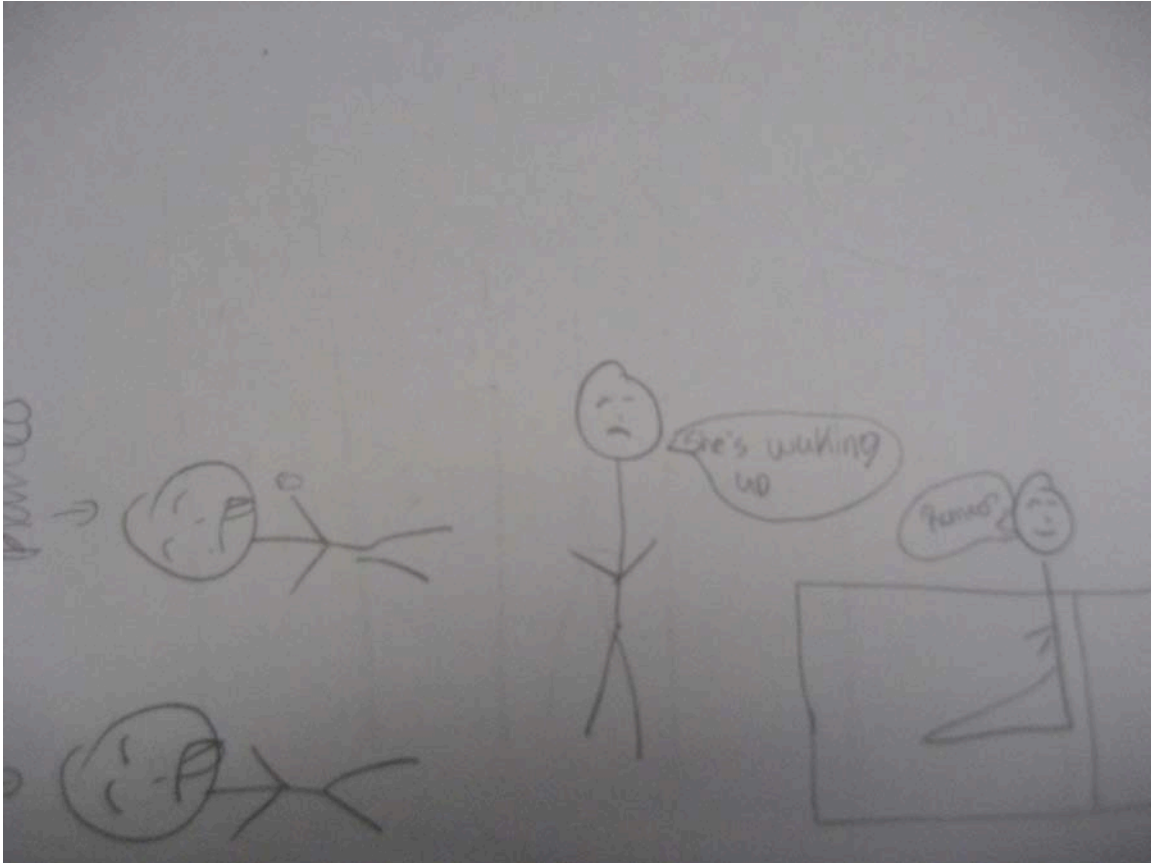
D. All of the Above

E. None of the above

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Cell 6: Juliet awakes

"Romeo! O, pale! Who else? What, Paris too? And steep'd in blood? Ah, what an unkind hour is guilty of this lamentable chance! The lady stirs."



Summary: Friar Laurence walks into the tomb to see two men dead. They turn out to be Paris and Romeo. Then Juliet begins to wake up from the sleep that was close enough to be called death.

1. What did Friar Laurence just walk into?

- A. Juliet dying
- B. Juliet yawning
- C. Romeo and Paris dead on the floor
- D. Juliet crying

2. What form of dramatic literature is this quote?

- A. Dramatic Tragedy
- B. Dramatic Romance
- C. Both A and B
- D. None of the above

3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

3. Where is the bad grammar in this quote?

A. "the lady stirs"

B. "'O, pale!"

C. "What, Paris too?"

D. None of the above

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

4. How would a television show portray this quote from Romeo and Juliet?

A. Girl's dad beating up the boyfriend

B. A girl's parents walking into her room while she is waking up with ecstasy and speed drugs around her bed

C. Girl wakes up to see her boyfriend killed the guy who was hitting on her

D. None of the above

1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Cell 7: Juliet searches for Romeo

"O comfortable friar! Where is my lord? I do remember well where I should be, and there I am. Where is my Romeo?"



Summary: Juliet is waking up and sees Friar Laurence. She asks where Romeo is.

1. Who is Juliet looking for?

- A. Her father
- B. Her fiancé
- C. Her husband
- D. Her mother

2. How could an actress playing Juliet in a play give the audience suspense?

- a. Sounding happy when she wakes up because she is going to see Romeo
- b. Sounding sad when she wakes up because she can't see her family again.
- c. Sounding worried because she doesn't is scared of running away.

d. Sounding anxious and excited to see Romeo again then run away with him.

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

3. Is this quote already in active voice? If no, then how would you put it into active voice?

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

4. What would the average teenage girl opinion be on this quote? And Why?

a. Juliet talks like some snob

b. Juliet should have forced herself to wake up faster

c. Juliet deserves what she is going to wake up to because she was foolish to think it could work out by lying to everyone about Romeo.

d. Oh Poor Juliet! She didn't deserve this because she strived to be with Romeo now its done and over

e. None of the above

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

Cell 8: Juliet should have woken up faster

"What's here? a cup, closed in my true love's hand? Poison, I see, hath
been his timeless end: O churl! drunk all, and left no friendly drop to
help me after? I will kiss thy lips;
haply some poison yet doth hang on them, To make die with a
restorative. Thy lips are warm."



Summary: Juliet found the cup where Romeo drank the poison from. Unfortunately for Juliet, the cup is empty. She is hoping that maybe some poison will be left for her on his lips. She will check by kissing him. Again, there is no poison left. She then realizes his lips are still warm, meaning he died very shortly before she awoke.

1. What does Juliet hope for when she kisses Romeo's lips?
 - A. That the poison tasted like lemonade.
 - B. That there is poison left so she can die as well.
 - C. Just to kiss her love farewell
 - D. None of the above.

 2. What does Juliet realize when she kisses Romeo's lips?
 - b. That his lips are so cold he died a long time ago.
 - c. That his lips are chapped.
 - d. That there is a dagger so she can kill herself.
 - e. That his lips are still warm meaning he died right before she woke up.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

3. What does timeless in this quote figuratively mean?

- a. No end
- b. Forever
- c. Both A and B
- d. None of the above

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

4. What speech can this quote be related to?

- a. "I had a Dream," Martin Luther King JR.
- b. "Give me Liberty or give me death," Patrick Henry
- c. "Four Freedoms," F.D. Roosevelt

10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.

Cell 9: Dagger in Juliet's heart

"Yea, noise? then I'll be brief. O happy dagger! This is thy sheath; there rust, and let me die."



Summary: Juliet hears someone coming. She grabs for Romeo's dagger quickly. She does not hesitate; she stabs herself so she can die along with her Romeo.

1.) What did Juliet just do?

- a. Kill herself
- b. Kill friar john
- c. Kill someone
- d. All of the above

2. Based on Juliet's tone would you think she had any doubt of stabbing herself?

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3. If Shakespeare were to publish Romeo and Juliet in the modern day and he had to present it before it was published what would he use to have people understand the quote more?

- A. A line chart showing how many people would purchase the book
- B. A rubber knife

C. Elizabethan clothing

D. All of the above

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

4. What proof in the quote contributes to a theme like Be careful what you do because you might regret it?

A. O happy dagger!

B. This is thy sheath

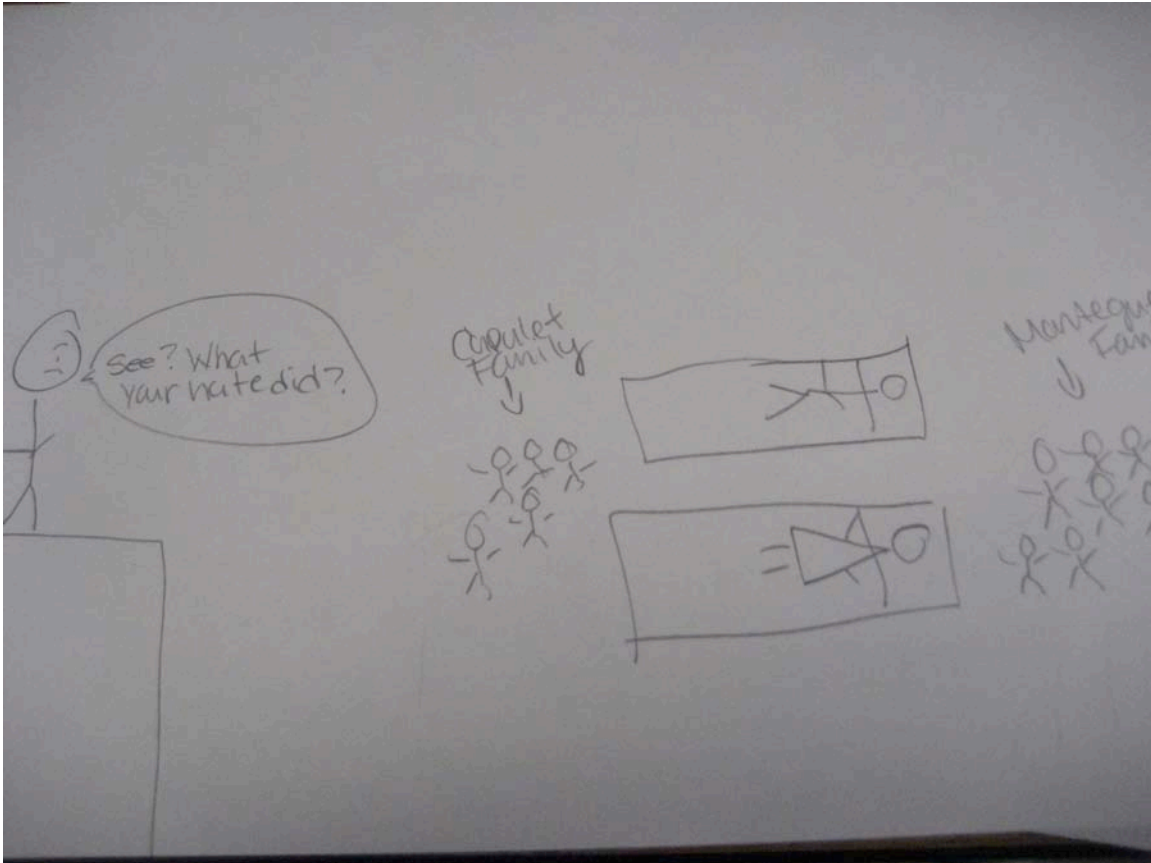
C. The whole quote

D. None of the above

1.6 Present and advance a clear thesis statement and choose appropriate types of proof

Cell 10: The Families' regrets

"A glooming peace this morning with it brings; the sun, for sorrow, will not show his head: go hence, to have more talk of these sad things; some shall be pardon'd, and some punished: For never was a story of more woe Than this of Juliet and her Romeo."



Summary: The person who is talking is the prince of Verona. He has never liked the idea of the Montagues and the Capulets rivalry. That morning the Montagues and the Capulets united for the funeral of their children whose deaths came from falling in love with a person with the wrong last name. The prince then says there never was a story sadder than Romeo and Juliet's.

1. Why does the prince say in the quote it is a morning for sorrow?
 - A. It is Romeo and Juliet's funeral and its their families fault.
 - B. Both families are at peace now
 - C. The whole town is in mourning.
 - D. All of the above
2. Why did the prince say "For never was a story of more woe Than this of Juliet and her Romeo."?

- A. Because he believed that the hate between the families would end up with them regretting their rivalry.
- B. Because he is can tell the future.
- C. Because he is the prince.
- D. None of the above

1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

3. Based on the information of the story being in Play format is it ok to rewrite it in novel format?

- E. Yes, because the story is fictional
- F. Yes, because since you can make a play into a comic book you can make it into a novel.
- G. No, because play format is completely different from novel format.
- H. None of the above.

1.5 Reflect appropriate manuscript requirements

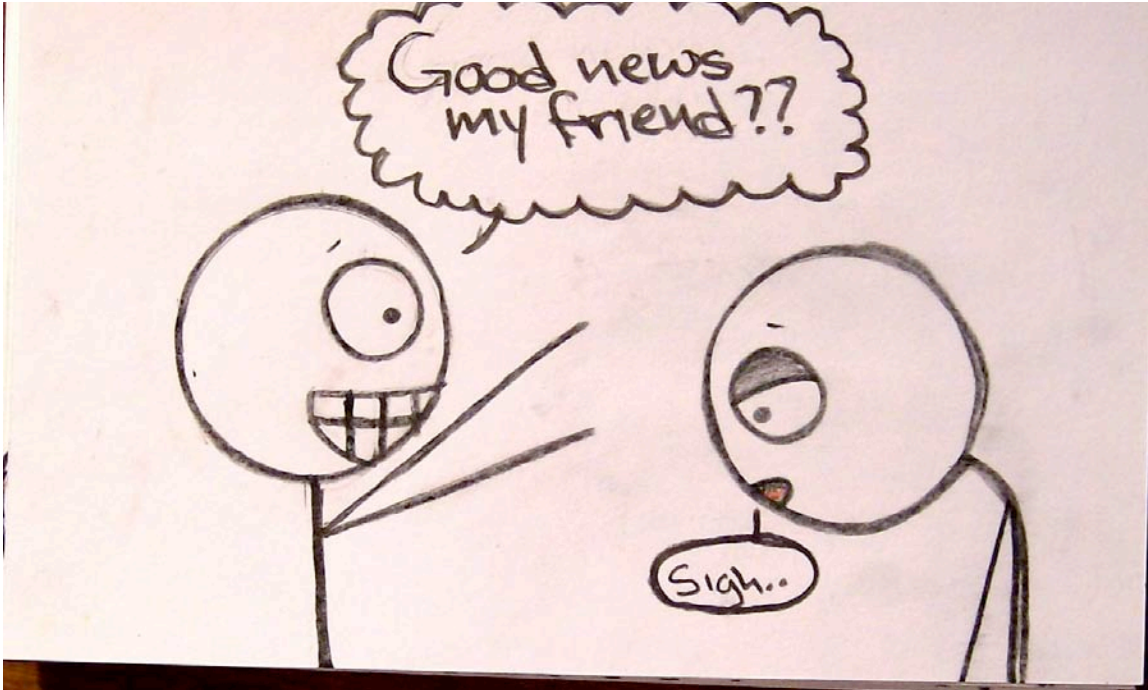
4. How do you spell pardon'd in the modern day spelling?

- A. Pardooned'
- B. Pardun'
- C. Pardoned
- D. Parade

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Romeo and Juliet
Act V
Study Guide

Cell 1:



Quote- "Romeo: News from Verona! How now Balthasar? Dost thou not bring me letters from the friar? How doth my lady? Is my father well? How fares my Juliet? That I ask again, for nothing can be ill if she be well."

Summary- As Balthasar entered, Rome asked if he brought news of Juliet and the Monatgue family with him. He goes on to say nothing can be out of place if she is fine.

- 1) Who is Balthasar and what is Romeo waiting for from him?
- 2) What could 'dost' be substituted with?
 - a) Was
 - b) Do
 - c) Did
 - d) Will

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

- 3) What tense is the word 'doth' in?
- a) Present
 - b) Future
 - c) Past
 - d) Never

9WC1.2 Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

- 4) In the quote above, what is the meaning of the word 'ill'?
- a) Deathly sick
 - b) Distressed
 - c) Nauseous
 - d) Hostile

9RW1.1 Vocabulary and Concept Development: Identify and use literal and figurative meanings of words and understand word derivations.

Cell 2



Quote- "Romeo: And in his shop a tortoise hung, an alligator stuffed, and other skins of ill shaped fishes, and about his shelves a beggarly account of empty boxes, green earthen pots, bladders, and musty seeds; remnants of packthread and old cakes of roses were thinly scattered, to make up a show."

Summary- Romeo is recalling his past visit to an apothecary. He is describing what he last remembers and decides to go there for a poison.

- 1) Why would Romeo be in search of a poison and where would he go to get it?
- 2) What is the quote above an example of?
 - a) Olfactory imagery
 - b) Tactile imagery
 - c) Auditory imagery
 - d) Visual imagery

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3) Do you think what Romeo is describing is literal or figurative? Explain.

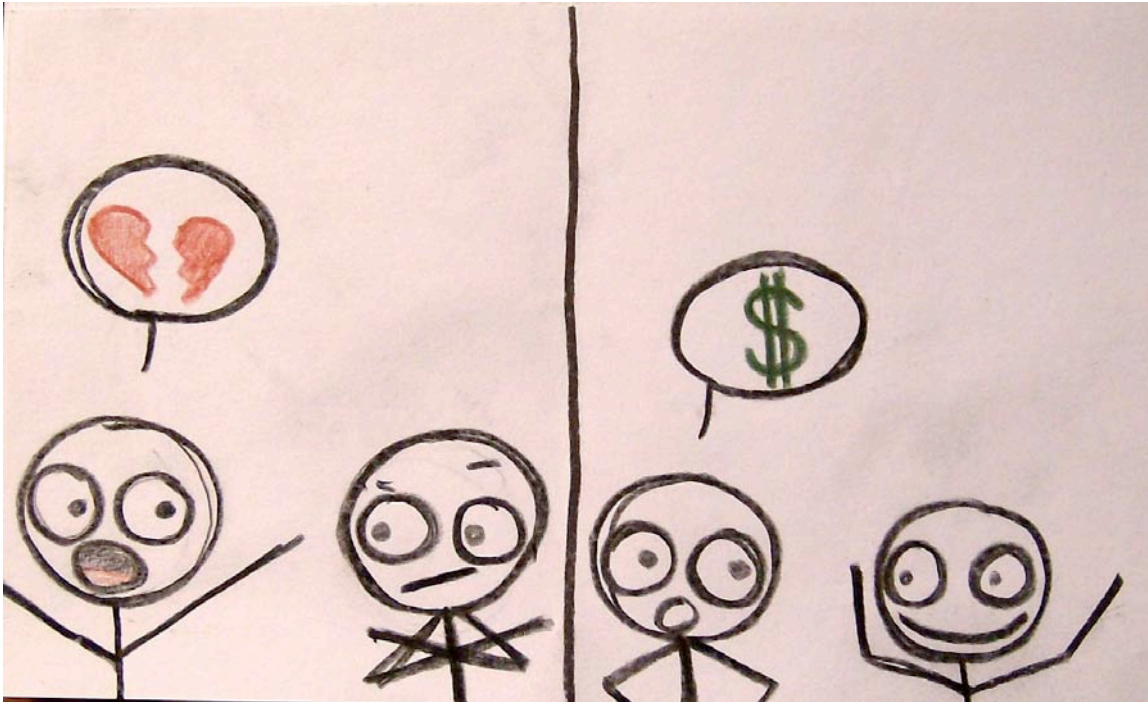
9RW1.1 Vocabulary and Concept Development: Identify and use literal and figurative meanings of words and understand word derivations.

4) Which of the following is not in the quote above?

- a) semicolon
- b) Apostrophe
- c) colon
- d) Period

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

Cell 3



Quote- " ____: My poverty and not my will consents.

Romeo: I pay thy poverty and not thy will.

____: Put this in any liquid thing you will and drink it off, and if you had strength of twenty men, it would dispatch you straight.

Summary- Romeo has just told the apothecary owner that he needs a poison. The owner tells him the only thing swaying his decision is his need for money. Romeo pays him and receives a poison.

- 1) Who is Romeo talking to and what are they talking about?
- 2) What does the quote show about priorities of people in need at the time?
 - a) Financially struggling individual always put others before themselves.
 - b) People would do most anything to be tossed a coin.
 - c) Struggling individuals went by the book and that was that.
 - d) People would poison others and then pick their pockets.

3.0Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.

3) "My poverty and not my will consents." What literary device is used here?

- a) Hyperbole
- b) Figurative language
- c) Dramatic irony
- d) Literal language

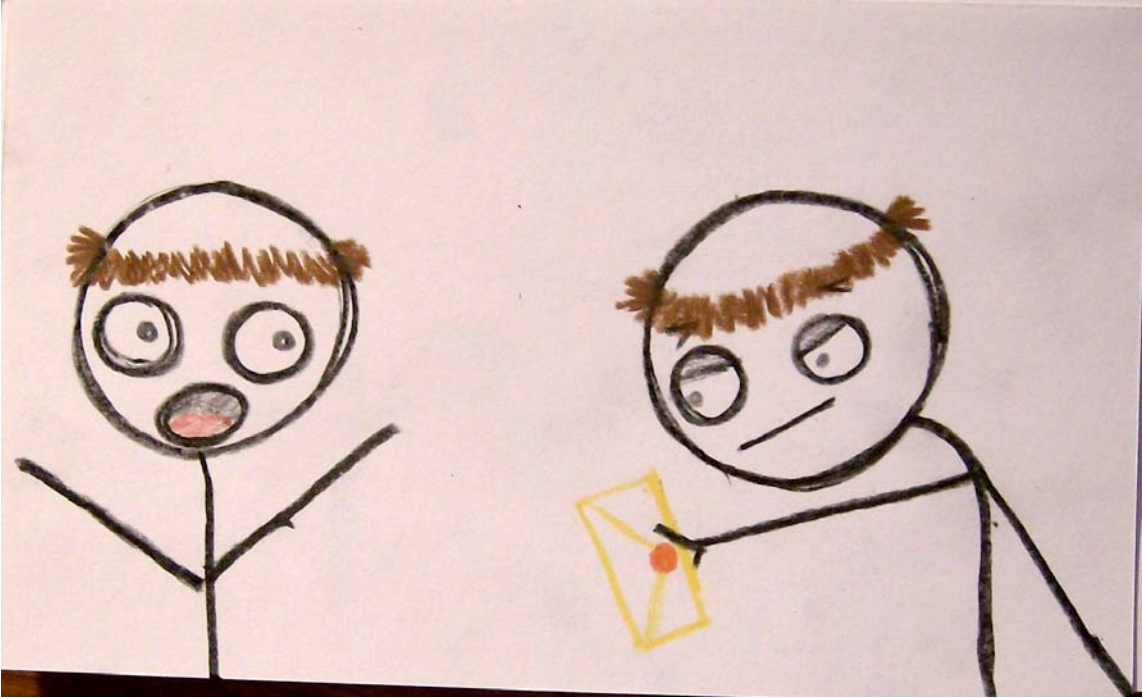
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

4) Which of the following words has a Latin origin of *pauper*?

- a) Dispatch
- b) Liquid
- c) Poverty
- d) Consent

1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo

Cell 4



Quote- "Friar Laurence: Who bare my letter, then, to Romeo?
Friar John: I could not send it - here it is again - nor get a messenger to bring it thee, so fearful were they of infection.
Friar Laurence: Unhappy Fortune!..."

Summary- Friar John had just finished telling Friar Laurence how he could not get his message to Romeo. He goes on to say that no one wanted to take the risk of delivering it

- 1) Why couldn't Friar John get anyone to deliver the message?
- 2) What is the best connotative meaning of the word 'infection?'
 - a) A pus-oozing cut
 - b) To be caught in the act of something
 - c) An internal hemorrhage
 - d) Leaving behind evidence
- 9RW1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 3) What would be the most efficient way to understand the meaning of 'Unhappy Fortune'?

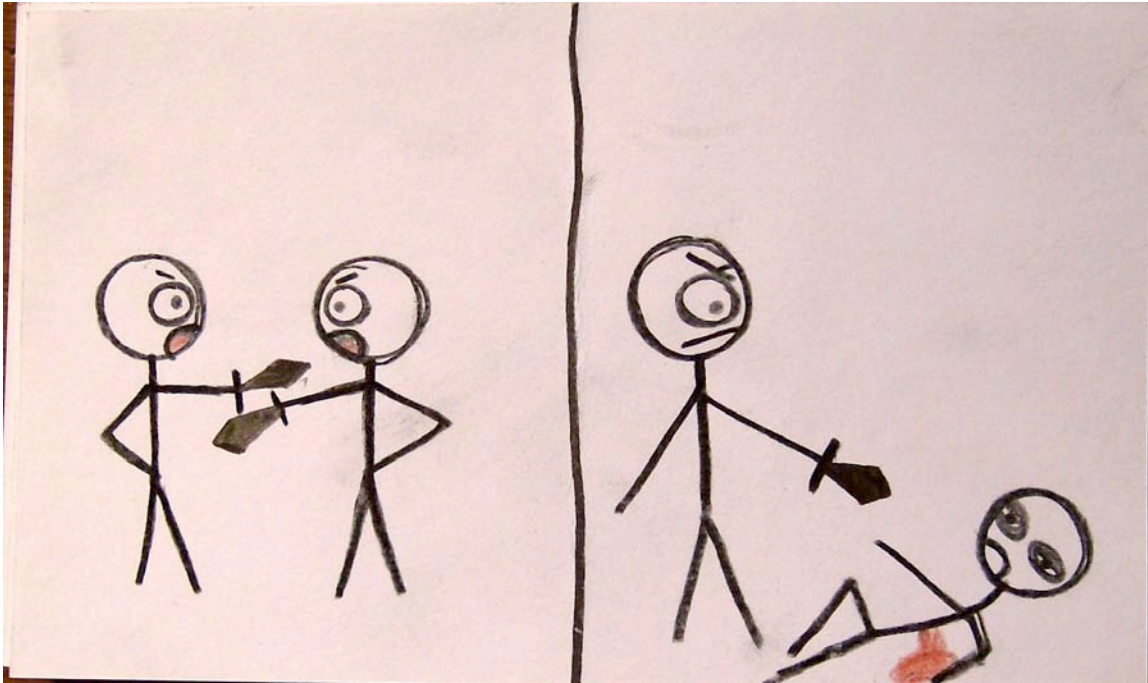
- a) Use a dictionary to better understand each word
- b) Use an encyclopedia to find something similar
- c) Ask a college/high school English teacher
- d) Write your own definition on Wikipedia

9WS1.3 Research and Technology: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

4) Change 'I could not send it' to future tense.

9WC1.2 Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Cell 5



Quote- "Romeo:... Stay not, be gone. Live, and here after day a madman's mercy bid thee run away.

Paris: I do defy thy conjurations and apprehend thee for a felon here.

Romeo: Wilt thou provoke me? Than have at thee, boy!

Page: O Lord, they fight! I will go call the watch.

Paris: O, I am slain! If thou be merciful, open the tomb, lay me with Juliet.

Summary- Paris confronted Romeo at Capel's tomb. Romeo threatens him and tells him to leave but when Paris refuses, they begin to fight. Paris is then killed.

- 1) What is Paris' dying wish?
- 2) What could you classify this part of the story as?
 - a) A gut-busting comedy
 - b) A nail biting drama
 - c) A funny-sad dramady
 - d) A nauseating dramatic monologue

3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

3) What makes the reader take the story seriously at this point?

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

4) Which sentence has a consistent verb tense?

a) O Lord, they fight! I will go call the watch.

b) O Lord, they'll fight! I will go call the watch.

c) O lord they fight! I am calling the watch.

d) O lord they fight! I told the watch.

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Cell 6



Quote- "Come bitter conduct; come unsavory guide! Thou desperate pilot, not at once run on the dashing rocks thy seasick weary bark! Here's to my love! O true apothecary! Thy drugs are quick. Thus with a kiss I die."

Summary- Romeo has seen Juliet's 'dead' body. He pulls out the poison, drinks it, and kisses Juliet before he falls.

- 1) How long does it take for the poison to affect Romeo?
- 2) If you were helping explain the quote 'O true apothecary! Thy drugs are quick.' To a friend for an essay , how would you reword it?
 - a) The apothecary was right, these pills ran away from me.
 - b) The apothecary didn't lie, I can feel the poison in my blood
 - c) That liar gyped me for this slow stuff
 - d) None of the above.

9WS1.9 Evaluation and revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

- 3) How does this quote portray Romeo?

- a) Foolish and selfish
- b) Devoted and loving
- c) Moronic and charming
- d) Enchanted and sweet

9RL3.4 Determine characters' traits by what the characters say in narration, dialogue, dramatic monologue, and soliloquy.

- 4) What is the literal meaning of the word 'unsavory'?
 - a) Sweet
 - b) Tasty
 - c) Distasteful
 - d) Salty

9RW1.1 Vocabulary and Concept development: Identify and use the literal and figurative meanings of words and understand word derivations.

Cell 7



Quote- "Friar:...Romeo! O, pale! Who else? What, Paris too? And steeped in blood? Ah, what an unkind hour is guilty of this lamentable chance! The lady stirs.

Juliet: O comfortable friar! Where is my lord? I do remember well where I should be and where I am. Where is my Romeo?

Summary- The friar had entered the tomb to find both Paris and Romeo dead. Juliet awakens and asks where Romeo is

- 1) What did the friar find when he entered the tomb?
- 2) What type of imagery is used in 'O , pale! Who else? What, Paris too? And steeped in blood?'
 - a) Olfactory
 - b) Tactile
 - c) Auditory
 - d) Visual

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3) 'O comfortable friar!' How does this quote portray the friar and Juliet's relationship?

- a) Juliet is able to trust the friar
- b) Juliet fears the friar secretly
- c) The friar is hardly able to put up with Juliet
- d) None of the above

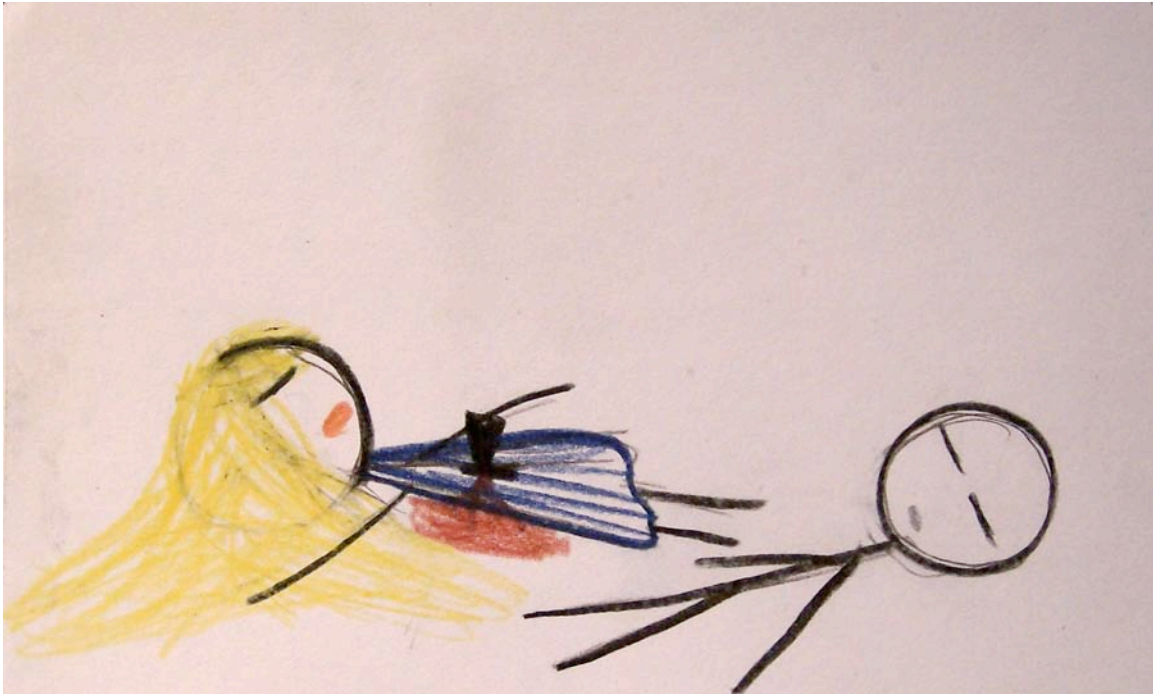
9RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

4) Which quote is figurative language?

- a) Romeo! O, pale! Who else?
- b) Where is my lord?
- c) what an unkind hour is guilty of this lamentable chance
- d) I do remember well where I should be and where I am.

9RW1.1 Vocabulary and Concept Development: Identify and use literal and figurative meanings of words and understand word derivations.

Cell 8



Quote- "Juliet: I will kiss thy lips. Haply some poison yet doth hang on them to make me die with a restorative. Thy lips are warm!

Chief Watchman: Lead boy. Which way?

Juliet: Yea, noise? Then I'll be brief. O happy dagger! This is thy sheath; there rust, and let me die.

Summary- Juliet has seen that Romeo has killed himself with poison. Noticing that there is none left, she plunges a dagger in her chest.

- 1) Why did Juliet decide to kill herself with a dagger?
- 2) Use the quote above to come up with a clear thesis.

9WS1.1 Organization and Focus: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

- 3) Which word has the German root of 'murg' meaning short
 - a) dagger
 - b) Brief
 - c) Sheath

d) restorative

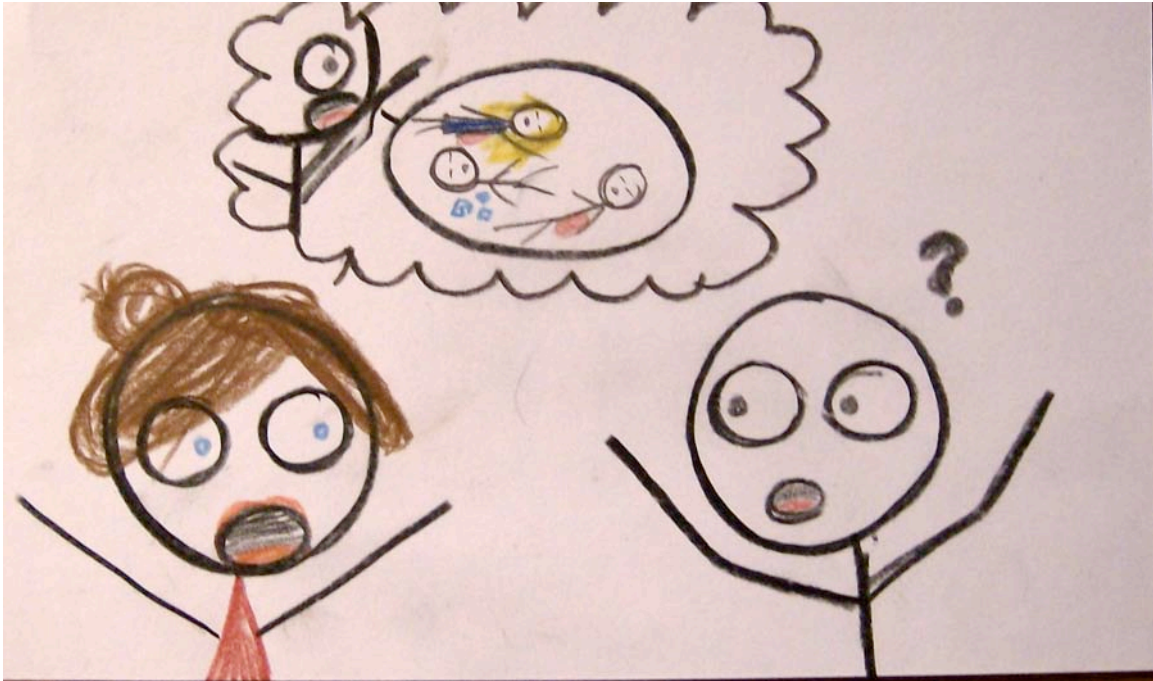
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo

4) Which is not present in the quote above?

- a) Apostrophe
- b) Asterisk
- c) Parentheses
- d) All of the above

9WC1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

Cell 9



Quote- "o, the people in the street cry "Romeo," some "Juliet," and some "Paris,;" and all run, with open outcry, toward our monument. Prince: What fear is this which startles in your ears?"

Summary- Juliet's mother is saying how she has heard the gossip of Juliet, Romeo, and Paris' death. The Prince asked her what was wrong

- 1) What does the Prince ask Lady Capulet and what is her response?
- 2) Which of the following is an active verb?
 - a) outcry
 - b) Fear
 - c) Cry
 - d) Toward

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

- 3) When did the people go to the monument?
 - a) They just went there
 - b) They are going there now
 - c) They are getting ready to go there

d) They decided not to go there

9RL3.6 Narrative Analysis of Grade-Level-Appropriate Text: Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

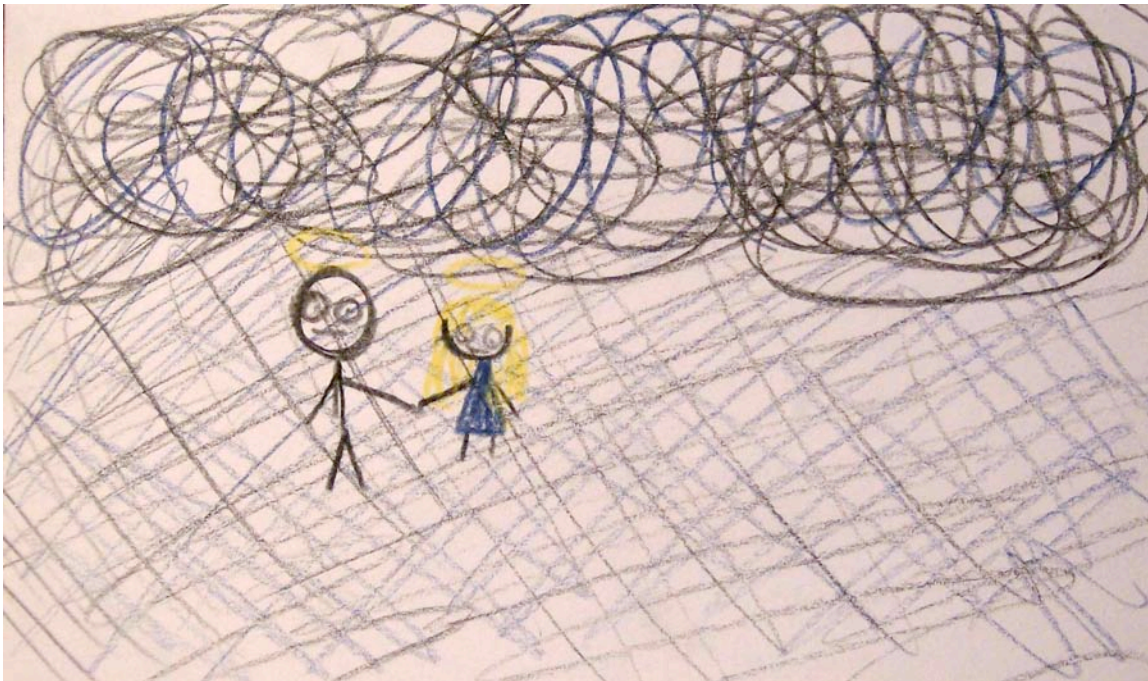
4) This quote is from the center of page 124. What is this an example of?

- a) Spacing
- b) Margins
- c) Poetry
- d) Pagination

9WC1.5 Manuscript Form: Reflect appropriate manuscript requirements, including:

- 1) title page presentation
- 2) pagination
- 3) spacing and margins.

Cell 10



Quote- "A glooming peace this morning with it brings. The sun for sorrow will not show his head. Go hence, to have more talk of these sad things; some shall be pardoned, and some punished; for never there was a story of more woe than this of Juliet and her Romeo.

Summary- The prince is describing the death day of Romeo and Juliet. He goes on to say it has a sad manor because it is the story of Romeo and Juliet.

- 1) What made that day particularly disheartening?
- 2) "The sun for sorrow will not show his head." What is the literal meaning of this quote?
 - a) The sun is the saddest of them all and is off in the corner crying
 - b) It is a sad day and the weather matches the mood
 - c) The clouds want a birds-eye view and are blocking the cloud
 - d) It is gloomy and grim because of the deaths and the sun knows it

9RW1.1 Vocabulary and Concept Development: Identify and use literal and figurative meanings of words and understand word derivations.

3) What would best describe characters feeling towards each other after this event?

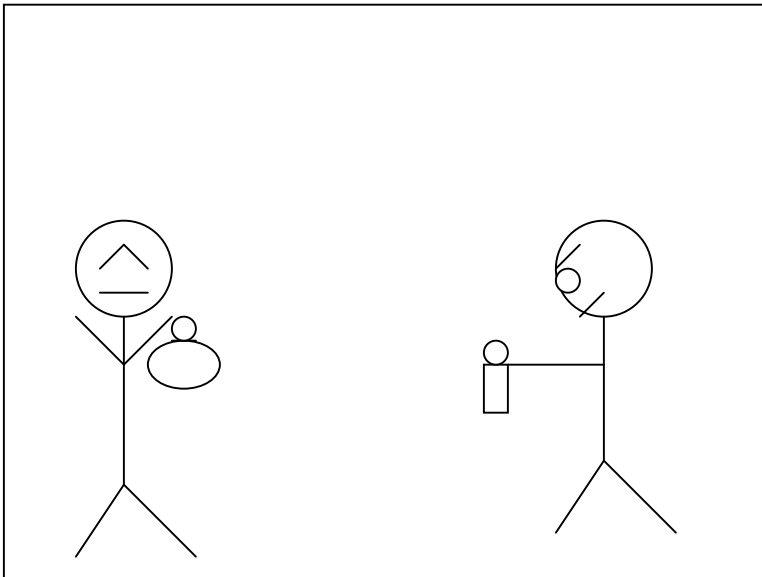
- a) The main families were still bitter towards each other
- b) The main families were willing to put aside their differences for the time
- c) The main families united with common feeling; sadness from deaths
- b) They gave each other pity hugs but were still rude to each other behind their backs.

9RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

- 4) Based off of this book and the previous Shakespeare readings, what common thesis could be extracted about his writing style?

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

Cell 1



Quote:

"Come hither, man. I see that thou art poor:
Hold, there is forty ducats: let me have
A dram of poison, such soon-speeding gear
As will disperse itself through all the veins
That the life-weary taker may fall dead
And that the trunk may be discharged of breath
As violently as hasty powder fired
Doth hurry from the fatal cannon's womb."

Summary:

Romeo calls Apothecary and wants to buy poison from him because he wishes to die. He pays with 40 ducats.

- 1) The quote above describes Apothecary as what type of man?
- 2) In the quote above, what are "Ducats"?
 - a) Baby ducks; Ducklings
 - b) Weapons; A collection of knives
 - c) Gold coins

9RW1.1 Vocabulary and Concept development: Identify and use the literal and figurative meanings of words and understand word derivations.

3) In the quote above what is "That the life-weary taker may fall" a symbol of?

- 1) Bungee jumping
- 2) Taking a break from life
- 3) death by suicide

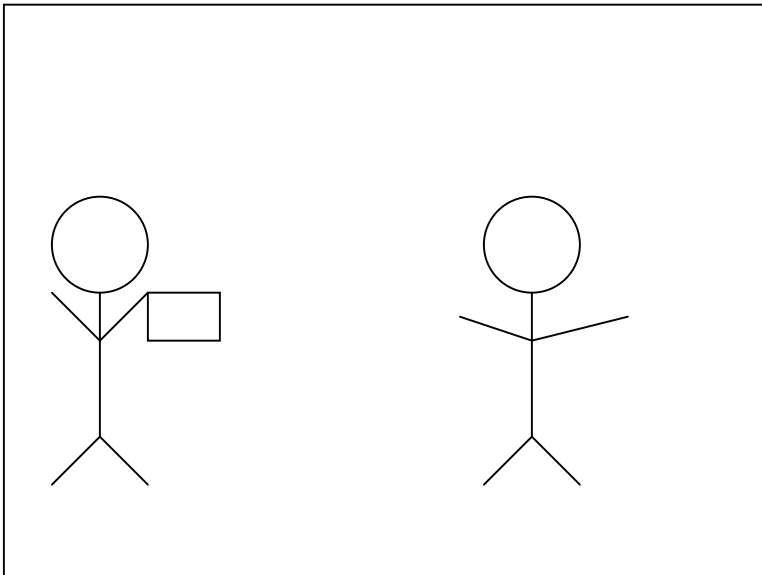
9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

4) Which Quote from above is not in active voice?

- a) Come hither, man.
- b) As will disperse itself through all the veins
- c) Let me have a dram of poison
- d) none of the above

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice

Cell 2



Quote:

"Give me that mattock and the wrenching iron.
Hold, take this letter; early in the morning
See thou deliver it to my lord and father.
Give me the light: upon thy life, I charge thee,
Whate'er thou hear'st or seest, stand all aloof,
And do not interrupt me in my course.
Why I descend into this bed of death,
Is partly to behold my lady's face;
But chiefly to take thence from her dead finger
A precious ring, a ring that I must use
In dear employment: therefore hence, be gone"

Summary:

Romeo is sending a letter to his father about him killing himself, he's killing himself because of Juliet.

- 1) Who is the letter for?
- 2) How do you spell the synonym of aloof?
 - a) Secluded
 - b) Siclooded
 - c) Soculed

9WC1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

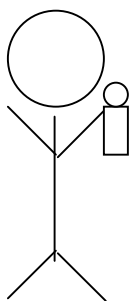
- 3) In the quote above the author is trying to demonstrate...
- a) Persona
 - b) Voice
 - c) Character

9RL3.9 Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

- 4) Translate the phrase "I charge thee, Whate'er thou hear'st or seest, stand all aloof,"
- a) Please, whatever you hear or see just stay over there by yourself.
 - b) If you hear anything I'm going to charge you money
 - c) Whatever you hear or see, come back and tell me

9WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Cell 3,



Quote:

"O you the doors of breath, seal with a righteous kiss a dateless bargain to engrossing death! Come, bitter conduct, come, unsavoury guide! Thou desperate pilot, now at once run on the dashing rocks thy sea-sick weary bark! Here's to my love! O true apothecary! Thy drugs are quick. Thus with a kiss I die."

Summary:

Romeo took the poison that apothecary gave him but they worked too fast, so before he died he gave Juliet a kiss on her lips.

- 1) What in the quote above is described as "quick"?
- 2) What would be the best denotation of the word "unsavoury"?
 - a) Bitter
 - b) Nasty
 - c) Disgusting.

9RW1.2 Vocabulary and Concept development: Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

- 3) The phrase "Thus with a kiss I die." Shows that Romeo is...
 - a) In something he has decided is love
 - b) Evil

c) A good kisser

9RL3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

4) What evidence shows that Romeo is dying?

a) O you the doors of breath, seal with a righteous kiss a dateless bargain to engrossing death!

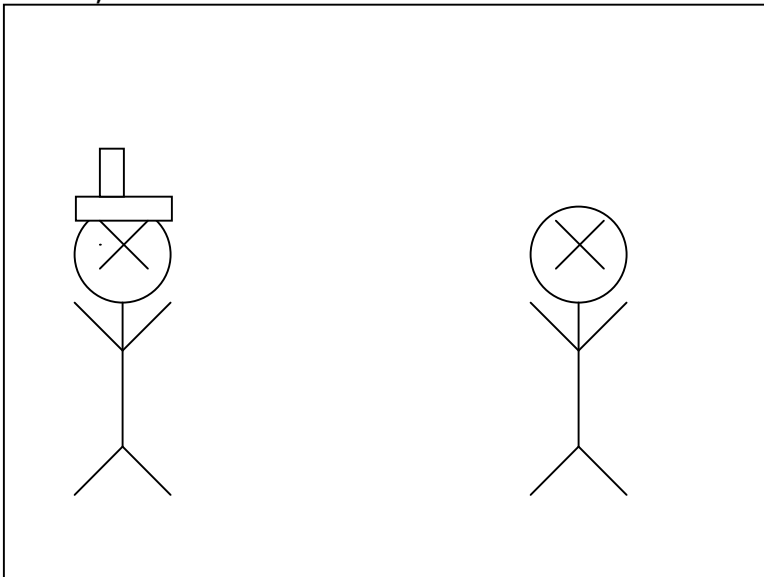
b) Thou desperate pilot, now at once run on the dashing rocks thy sea-sick weary bark!

c) Here's to my love! O true apothecary!

d) all of the above

9WS1.4 research and Technology: Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

Cell 4,



Quote:

"Romeo! O, pale! Who else? what, Paris too?
And steep'd in blood? Ah, what an unkind hour
Is guilty of this lamentable chance!
The lady stirs."

Summary:

Romeo and Paris lay dead on the ground because they killed each other and Juliet wakes up.

- 1) Who died in the quote above?
- 2) What is the meaning of "steep'd" in the quote above?
 - a) Covered
 - b) Rolling
 - c) Sleeping
 - d) soaked

9RW1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

- 3) What category does the passage above best fit into?
 - a) Allegory

- b) Symbolism
- c) Figurative Language.

9RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

- 4) What word could best replace "steep'd" to improve sensory detail?
- a) Showered
 - b) Laying
 - c) Dead

9WS1.2 Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Cell 5,

Quote:

What's here? a cup, closed in my true love's hand?
Poison, I see, hath been his timeless end:
O churl! drunk all, and left no friendly drop
To help me after? I will kiss thy lips;
Haply some poison yet doth hang on them,
To make die with a restorative.

Summary:

Juliet finds Romeo dead with the cup of poison in his hands so she checks to see if any is left and not even a drop is there. She decides to kiss his lips and hopes to die.

- 1) What did she find in Romeo's hand?
- 2) What does the word "Haply" mean in the passage above?
 - a) Happily
 - b) Hopefully
 - c) Surprisingly

9WC1.2 Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

- 3) The literature shows that Juliet is feeling...
 - a) Devastated
 - b) Relieved
 - c) Angry

9RL3.1 Structural Features of Literature: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

- 4) What does "restorative" mean in the quote above?
 - a) Restore happiness in death
 - b) Objective in death
 - c) Worry or fear of death
 - d) helpful medicine (here, ironic)

9RW1.0 Word Analysis, Fluency, and Systematic Vocabulary

Development: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.