

Hillcrest High School
Springfield, MO 65803

March 18, 2011

To the students and parents of Ms. Champion's English I classes:

Our upcoming unit in English I will be a study of William Shakespeare's *Romeo and Juliet*. It will be one of the last units of the year and worth the most points of any other unit this semester. It will take approximately 4-5 weeks to complete.

The end of the year is rapidly approaching, and it is more important than ever that students continue to attend class, work diligently, and keep up with any work missed in class.

The *Romeo and Juliet* unit will consist of the following elements, all of which will be worth points that will go toward the students' second semester final grade:

- The students will complete an introductory packet to the unit to help them understand the history and significance of the play, its form, and terminology related to the study of dramas. This will be done in class.
- We will read/listen to the entire 5-act play in class. I will act as a guide and spend that time interpreting and clarifying the play so the students understand it. This literature can be difficult and confusing to read without the guidance that is provided in class.
- The students will complete an in-class Study Guide over each act and scene of the play. We will go over all of the answers to the Study Guide as a class during the reading.
- The students will be asked to complete several individual writing tasks throughout the unit. Some will be small and some will be larger. These writing tasks are expected to be completed during class time.
- The students will take an exam over the play once we finish reading/discussing the play.
- The students will view a film adaptation of the play and complete a related assignment.

It is my expectation that the above assignments are to be completed in class and during class time. I will not be assigning "homework" during this unit. The only reason for your student to bring assignments home to work on would be if he/she did not finish in class during the allotted time, or if he/she was absent.

In the case of an absence, students should talk to me before school or after school immediately upon their return to school to obtain any missed work. Due to the nature of this unit, it is important that students complete the make up work as soon as possible so they do not fall further behind.

Romeo and Juliet

Writing Prompt

Background:

In modern times about half of all marriages end in divorce. You probably know someone who is divorced. However, during Shakespeare's day, no marriages ended in divorce. This was because divorce did not exist; there was no such thing. Once two people were married, they were married for life. The typical marrying age for a woman was in her mid-teens, and the typical age for a man was his early 20's. To further complicate matters, you lovers were not allowed to choose their own spouses. This decision was worked out between the two sets of parents. The decision was never based on love; typically, it was based on status and wealth. The two people who were to be married had no say in the matter.

Prompt:

In the Shakespearean tragedy, *Romeo and Juliet*, the main characters attempt to ignore the tradition of arranged marriage and decide for themselves to marry someone they love—this disastrous results. Your task is to compose an essay in which you discuss the pros and cons of arranged marriage as you see it. You must also decide and discuss your point of view on arranged marriages versus the modern marriage practice. Support your point of view with details and examples.

Remember:

1. Analyze the prompt
2. Brainstorm possible answers (create your thesis and SUPPORTABLE key points)
3. Choose the order of your answer (organize it)
4. Write!
5. Check for errors before turning it in

Grading:

Holistic Grading Scale (1-4) = 20 points possible

Brainstorming 5 points

TOTAL: 25 points

Hillcrest High School Classroom Walk-Through Notes

Teacher Champion Subject Eng I Date/Time 9:00 AM
3/29/11
CQI Classroom Yes ☒ No ☐ Level of CQI Being Used: Plan ☐ Do ☐ Study ☐ Act ☐
Comments N/A

Level of Thinking (Bloom's Taxonomy; Challenge)

Knowledge Comprehension Application Analysis Synthesis Evaluation
Comments History of Shakespeare ERA & ELIZABETHAN STAGE

Learning Objective/Clear Target

- ☒ Visible and known by students; students know what they are to learn and why
- ☐ Visible with student awareness; students know what they are learning
- ☐ Student awareness; objective is not visible but the students know what they are learning
- ☐ Visible with minimal awareness; objective is posted but the students are unclear what they are to be learning
- ☐ Unclear/Absent; objective is not visible or known by the students

Comments _____

Process (collaboration)

- ☒ Active student learning; student as worker; labs, hands on projects, student to student conversations/questioning
- ☐ Teacher led learning; lecture, videos, whole class discussions; students are attentive but ideas are primarily from the teacher
- ☐ Seatwork with teacher support evident; videos, book work, with students attentive and teacher monitoring, prompting, or assisting students
- ☐ Seatwork with no teacher support evident; no visible teacher monitoring, prompting, or assisting
- ☐ Significant disengagement; students are off-task from the intended process; lack of teacher monitoring

Comments _____

Note Taking

Learner Engagement

20/20

100 %

What Are You Learning Today? (WAYLT?) _____

CWT Notes

- Students taking notes
- I like the expectation of requiring students to sit-up
- Students engaged (Good job)
- Coach Good analogies (real-life applications)
"BARACK OBAMA ATTENDING your play"

Holistic Scoring Guide

4

A

The paper has an effective beginning, middle, and end and uses paragraphing effectively. It contains a strong controlling idea, progresses in a logical order, and contains relevant details, reasons, and examples. It clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples. It contains sentences that are clear and varied in structure and uses some writing techniques (such as imagery, analogy, point of view, etc.). It shows complexity, freshness of thought, and individual perspective and clearly shows an awareness of audience and purpose. It contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

Holistic Scoring Guide

3

A- to B-

The paper has a clear beginning, middle, and end and uses paragraphing appropriately. It contains a controlling idea, generally progresses in a logical order and contains relevant details, reasons, and examples. It addresses the topic using relevant details, reasons and examples. It contains sentences that are clear and show some variety in structure, and uses some writing techniques. It shows some complexity, freshness of thought, and individual perspective and an awareness of audience and purpose. It may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

Holistic Scoring Guide

2

C+ to D-

The paper has evidence of a beginning, middle, and end and shows evidence of paragraphing. It may contain a sense of direction but may lack focus, not progress in a logical order, and may not use cohesive devices. It addresses the topic but relies on generalities (lists) rather than specifics (development). It may use imprecise language and contain sentences that are generally clear but may lack variety and complexity. It attempts to use some writing techniques, but may lack complexity, freshness of thought, and/or individual perspective. It shows some awareness of audience and purpose, but contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

Holistic Scoring Guide

1

D to F

The paper may lack evidence of a beginning, middle, and/or end and of paragraphing. It is difficult to follow, as it lacks focus, cohesion, does not progress in a logical order and may digress to unrelated topics. It may address the topic but lacks details. The paper uses imprecise language, contains sentences that lack variety and clarity, and shows little or no evidence of writing techniques. It lacks complexity, freshness of thought, and individual perspectives, along with little or no awareness of audience or purpose. The paper contains repeated error in grammar/usage, punctuation, capitalization, and/or spelling that are distracting to the reader.

Name: _____

Block: _____

Introduction to *Romeo and Juliet*

Part 1: Shakespeare's World (pages 926-928)

Directions-Listen for your group number, find it below, and read and complete ONLY that section. Once all of the groups have completed their section, we will share out so all students have all of the notes.

England in Shakespeare's Day

Group 1: Renaissance Man

1. Shakespeare is considered to be:

1. greatest playwright
2. greatest writer of the English language

2. Shakespeare lived in England during the Renaissance which was flourishing of intellectual activity.

3. Shakespeare started his literary career during Queen Elizabeth's reign. This period is often called The Elizabethan Age.

Group 2 All Hail the Queen

1. Elizabeth's reign began with political and religious problems that she lead England out of.
2. Elizabeth was a supporter of the arts. This resulted in the English upper class becoming patrons or financial supporters of the arts.
3. Shakespeare's company was called the Lord Chamberlain's Men, and Elizabeth even attended some of his plays.

Theater in Shakespeare's Day

Group 3 A Writer for All Time

1. London was the center of the Elizabethan Stage.
2. One reason London theaters did so well:
- attracted the rich and the poor
 - In fact, few places they could be together
3. Shakespeare appealed to audience members of all classes by including variety in his plays.
- poetic speeches
 - exciting action
 - fast-paced humor
 - wild character portrayals
 - wise observations of human nature

Romeo and Juliet

Writing Prompt

Background:

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Prompt:

*Shakespeare's parents are preparing to have the
male marry their daughter.*

In the Shakespearean tragedy, *Romeo and Juliet*, the main characters attempt to ignore the tradition of arranged marriage and decide for themselves to marry someone they love—^{with} disastrous results. Your task is to compose an essay in which you discuss the pros and cons of arranged marriage as you see it. You must also decide and discuss your point of view on arranged marriages versus the modern marriage practice. Support your point of view with details and examples.

Remember:

1. Analyze the prompt
2. Brainstorm possible answers (create your thesis and SUPPORTABLE key points)
3. Choose the order of your answer (organize it)
4. Write!
5. Check for errors before turning it in

30 min.

Grading:

Holistic Grading Scale (1-4) = 20 points possible
Brainstorming 5 points

TOTAL: 25 points

Name: _____

Romeo and Juliet

Act One (study guide)

ACT ONE - SCENE ONE

1. Between which two families does the feud exist?

Capulet vs. *Montague*

2. What decree does the Prince make after the street brawl?

*If it happens again, someone will die.
Death Penalty.*

3. What advice does Benvolio give Romeo about Rosaline?

*Forget about her; there are plenty of
other beauties.*

ACT ONE - SCENE TWO

1. How does Capulet respond to Paris's proposal to marry Juliet?

*He wants to protect his daughter.
He invites Paris to woo her, and if she
loves him back, he'll let it happen.*

2. How do Romeo and Benvolio learn about the Capulet's ball?
What do they decide to do?

*A servant who cannot read asks
them to read the invitation list
and then invites them over.
They decide to go.*

ACT ONE - SCENE THREE

1. How does Juliet feel about getting married?

She does not want to.

2. How old is Juliet?

13 (almost 14)

ACT ONE - SCENE FOUR

1. When and where does this scene take place?

2. Explain Romeo's speech (lines 106-113).

ACT ONE - SCENE FIVE

1. Where does this scene take place?

2. Who is Romeo talking about in lines 46-55? Explain the irony in these lines.

3. Why does Tybalt become so upset, and how does Capulet respond to his rage?

4. Who said the following lines and why?

A) "is she a Capulet? O dear account, my life is my foe's debt."

B) "My only love sprung from my only hate Too early seen unknown and known too late."

Name: _____

Romeo and Juliet

Act Two (study guide)

ACT TWO - SCENE ONE:

Explain the dramatic irony in this scene.

ACT TWO - SCENE TWO:

(This is the most famous scene in the entire play.)

1. Fill in the blanks in this paraphrase of Romeo's soliloquy (lines 1-32)

Shh! What _____ is at the _____? _____ shines through the window like the _____ rises in the _____. Arise, beautiful sun (Juliet) and replace the _____ who is jealous because you, her maid (Diana - Virgin moon goddess) are _____ than she. Don't be a _____ since the moon is _____ of you. Her innocence is sickly, and only a _____ would keep it.

Oh! It's Juliet! I wish she knew that I _____ her. She speaks. but says _____. How strange. She speaks with her eyes. I'll _____ her. No, I'd better not since she isn't _____.

Two of the _____ in heaven have
asked her _____ to twinkle for them while they
take care of some _____. If her eyes were
there, her _____ would make the stars
seem dull just as _____ outshines a lamp.
Her eyes would shine so _____ that
the _____ would think it were
_____ and begin to _____. O'
I wish that I could touch her _____.

She speaks. O speak again bright _____, for
you are as glorious to this _____, being
over my _____ (up at the window) as is an
angel of _____ is to _____ who
look up and see him when he walks on the
_____ and sails on the
_____.

2. Explain Juliet's soliloquy (lines 38-48)

3. How is this an example of dramatic irony?

4. Fill in the blanks in this paraphrase of Juliet's speech (lines 85-106)

You know it is _____ or you could see me
_____ because you _____ me talking
about you. If I followed proper etiquette, I'd
_____ I ever said it. But who cares about
etiquette! Do you _____ me? Don't say yes

unless you really _____ it. If you think that I
am too _____. I'll play _____
_____ so you can _____ my affections. The
truth is I am foolishly in _____ with you, and you
might not take me _____. But _____
me, and I'll _____ myself to be more
_____ than those who know how to play hard to
_____. I would have been more _____ I
must confess, but since you allude _____ me
confess my _____ for you, there is no
_____ to be.

5. After Romeo and Juliet vow their love for one another,
what do they decide to do and when?

ACT TWO - SCENE THREE

This scene opens with Friar Laurence collecting herbs. He is
discussing the properties of the herbs and the purposes for
which they may be used. This demonstrates Friar Laurence's
knowledge of herbs and foreshadows that this knowledge may
serve some purpose in future events in the drama.

The sky turns _____ as the _____ gives
way to _____. Streaks of _____
speckle the Eastern _____ as the _____ rises
in its normal course. Now, before the _____ rises
fully and _____ the dew, I must fill this
_____ with _____ and _____. The
earth is both the place of _____ and _____
for all of _____. We find all kinds of _____

growing from the earth; Some are _____ and some _____, but all are _____. Plants and _____ and _____ have great _____. There is nothing on earth so _____ that it does not have some _____ qualities, and nothing so _____ that it cannot be used for _____. Even goodness itself turns to vice when _____, and _____ put to good use may appear worthy. Within this _____ lies _____ as well as _____; for it has a very pleasing _____, but if you _____ it, it will _____ you. It is the same with _____. He is part _____ and part _____, and when the bad side of his nature is _____ than the good, he'll sooner or later _____ himself.

2. Why does Romeo go to see Friar Laurence?

3. How does Friar Laurence respond to Romeo's request?

4. Why does Friar Laurence consent to Romeo's request?

ACT TWO - SCENE FOUR

This scene serves as a contrast to the preceding scene in Friar Laurence's cell. Mercutio and Benvolio are in a merry mood as they walk along talking and laughing about Romeo whom they think is still pining away over Rosaline. Benvolio mentions that Tybalt has sent a challenge to Romeo. Mercutio then gives a long description of Tybalt's eagerness to fight. Romeo comes along in a good mood after his talk with Friar Laurence. They engage in a series of puns matching their wits against each other. Along comes Juliet's nurse and Peter (her servant).

1. Who is the nurse looking for and why?

2. What warning does she give Romeo?

ACT TWO - SCENE FIVE

Juliet is waiting very impatiently for the nurse's return. Why does she become so irritated when the nurse does return?

ACT TWO - SCENE SIX

Romeo and Juliet are married in Friar Laurence's cell. How does this scene foreshadow future events?

Name: _____

Romeo and Juliet

Act Three (study guide)

ACT THREE - SCENE ONE

(This scene marks the climax of the drama.)

1. Tybalt, still enraged at Romeo's intrusion at the Capulet's ball, is determined to fight, but Romeo refuses. Why?
2. How does Mercutio get involved, and what happens to him?
2. How does Romeo react to this?
4. What decree does the Prince make?
5. Explain how this scene serves as the climax or turning point of the drama. (Think of all that has happened between Romeo and Juliet so far.)

ACT THREE - SCENE TWO

1. Complete this paraphrase of Juliet's soliloquy (lines 1-35)

Hurry up, _____ and set so that night will come
and _____ can leap into my _____
Lovers don't need _____ to make love.
If _____ is blind it best agrees with
_____. Come on, night, so I can learn to
_____ the love game. I'll _____ to
Romeo, and we'll both lose our _____.
Cover my blushing _____ until I grow
_____ enough to act out my true
_____. Come night. Come _____,
and lie with me this night. Give me my _____
and when he _____ cut him up into little
_____, and he will light the _____ so
fine that all the _____ will be on love with
_____ and not _____. Oh, I have taken
the _____ vow, yet I am still a virgin.
it's like a child who has new _____, but is not
allowed to _____ them.

2. Explain the dramatic irony in the beginning of this scene.

3. How does Juliet react to the nurse's news?

4. What does Juliet plan to do with the cords? (See lines 132-137)

5. How does the nurse console her?

ACT THREE - SCENE THREE

1. How does Romeo react to the news of his banishment?

2. Complete this paraphrase of Friar Laurence's speech (lines 113-158).

Stop! - Are you a _____? You look like a man but you cry like a _____ and act like a _____. I'm surprised at you! I thought you were a better man than that. You already killed _____. Will you now kill _____ and by doing so kill _____ who loves you? What are you _____ about? You're alive aren't you? _____ on you! You are a _____ to your manhood, trying to _____ yourself after vowing to love and _____ Juliet. Your _____ that should guide your body and your love is _____ like a _____ soldier trying to load his _____ and kills himself instead of the enemy. What's wrong with you _____? _____ is alive. There, you are lucky. _____ would have _____ you

but instead you killed him. There, you are lucky.
The Prince could have _____ you to _____,
but he only _____ you. There, you are lucky.
You have much to be _____ for, but
instead of counting your _____, you sulk and
_____ like a spoiled child. Stop sulking, and go
to your _____ and _____ her. But
don't _____ too long, or you won't be able
to get pass the _____ to go to _____
where you can stay until I can tell your
_____ about your _____, reconcile
them, and get the _____ to _____ you
so you can come back and live happily. Go,
_____ and tell _____ to go to bed early
because _____ is coming.

ACT THREE - SCENE FOUR

1. How does the action in this scene complicate matters even further?
2. How does Capulet's attitude now differ from his attitude when Paris first came to ask for Juliet's hand in marriage?
3. Explain the dramatic irony in this scene.

ACT THREE - SCENE FIVE

Day breaks, and the two lovers must part after consummating their wedding vows. Juliet is very reluctant to have Romeo leave her and does not want to admit that it is morning. Finally Romeo leaves and Juliet's mother comes to her chamber. Their conversation about Tybalt's death has Juliet speaking in ambiguous terms.

1. How does Capulet react to Juliet's refusal to marry Paris?

2. What advice does the nurse give Juliet?

3. What does Juliet decide to do?

Name: _____

Romeo and Juliet

Act Four (study guide)

ACT FOUR - SCENE ONE

Juliet is no longer the obedient child. The events of the past few days have caused her to mature. With no hope of help from her mother or the nurse she is now taking matters into her own hands. She gives the excuse that since she has displeased her father, she is going to Friar Laurence to confess her sin and be absolved. (Notice how she deals with Paris at the opening of this scene.) Once Paris is gone Juliet pleads with Friar Laurence to help her out of her predicament.

Explain in detail the plan they arrange

ACT FOUR - SCENE TWO

1. What day is it now?

2. Juliet is so convincing in her deception that her father decides to move the wedding day up from Thursday to Wednesday. What Complication does this change foreshadow?

ACT FOUR - SCENE THREE

1. Complete this paraphrase of Juliet's soliloquy (lines 14-58)

Farewell! God knows when we shall _____
again. Oh, I'm so _____ that my
_____ runs cold. I'll call them back to
_____ me. Nurse! - But what can she do?
I must do this alone. Come vial. But what if the
potion doesn't _____ and I have to
_____ Paris after all? I'll use this
_____ on myself first! What if the Friar gave
me _____ to kill me so that no one will
find out that he already _____ me to
Romeo? No, the Friar is proven to be a
_____ man. He would not do that. But what
if I _____ before _____ comes to
take me away? That's scary. Will I not _____

in the vault before _____ comes? Or if I
_____, my imagination will run _____ in
that horrible place where the bones of my
_____ have been _____ for
hundreds of years; where _____ yet recently
burned lies _____ in his shroud; where
_____ visit at some hours of the
_____. Oh! Wouldn't those horrible
_____ and _____ drive a living person
_____? If I _____ will I not be so
disturbed in the midst of these hideous
_____ that I play with my forefather's
_____ or pull _____ burial clothes
off, and then in a fit of madness dash out my
_____ with my _____?

Oh look! I think I see my cousin's (Tybalt's)
_____ looking for _____ who cut him
up with his _____. Stay back,
_____ stay back! Romeo, I come! I
_____ this (potion) to you.

2. List Juliet's fears as she is about to drink the potion.

A.

B.

C.

D.

E.

ACT FOUR - SCENE FOUR

The Capulets are busy preparing for Juliet's wedding. The Nurse is told to wake Juliet up and get her ready.

ACT FOUR - SCENE FIVE

The nurse discovers Juliet's apparently lifeless body, and the happy day for the Capulets becomes a day of sorrow.

Explain the dramatic irony in Friar Laurence's speech (lines 65-83)

Name: _____

Romeo and Juliet

Act Five (study guide)

ACT FIVE - SCENE ONE

1. How does Romeo's dream, which he describes in his opening speech, compare with the news brought to him by Balthasar?
2. How does Romeo convince the apothecary to sell him poison?
3. What does he plan to do with the poison?

ACT FIVE - SCENE TWO

1. Explain the conversation between Friar Laurence and Friar John.
2. What does Friar Laurence now plan to do?

ACT FIVE - SCENE THREE

1. Why does Paris come to Juliet's burial place?

2. What happens when Romeo and Paris meet?

3. Romeo enters the tomb and sees Juliet. He takes the poison, and no sooner does Romeo die, than Friar Laurence comes along - but too late.

WHAT HAPPENS WHEN JULIET WAKES UP?

4. Complete this paraphrase of Friar Laurence's speech.
(lines 229-269)

I will be _____, for I don't expect to
_____ long. Romeo and Juliet are
_____ and _____. I
_____ them in _____, and that same
day was _____ killed and
_____ banished. Juliet pined for her
bridegroom and not for _____. You (Capulet)
while trying to make her _____ promised her
to _____ and would have _____ her to
marry him. Then she came to me asking that I
_____ to
prevent her second marriage, or she would have
_____ herself right there in my cell. So I
gave her a _____ which was

intended to make her _____.
Meanwhile, I wrote a letter to _____ telling
him to come _____ to take _____
from her borrowed grave when the potion
_____. But Friar John, who was
sent to _____ the _____, was detained and
brought the letter back to me. So I came alone at
the time when Juliet was to _____
to take her from the vault and hide her in _____
_____ until I could send another
_____ to _____. When I got
here, just a few minutes before _____
should awaken, I found both _____ and
_____ dead. Juliet woke up, and I tried to
get her to leave. I heard some _____ and
was _____ away, but Juliet would not
_____. It seems that she
_____. This is the whole story,
and Juliet's _____ also knew of the
_____. If this is all my _____ let
me be sacrificed to the full extent of the _____.

5. Describe the conclusion of the drama. Did it happen as you expected?

6. What is Romeo and Juliet's tragic flaw? How does it lead to their destruction?