

Romeo & Juliet Digital Learning Packet

This packet is being provided as backup in case you do not have regular or easy internet access. You do not need to complete this all at once. Each day, I will send out a Remind text with the information about what needs to be done that day. You will need the previously requested copy of No Fear Romeo and Juliet to complete this work. If you do not have access to a copy, I can provide a link to a PDF. Please let me know.

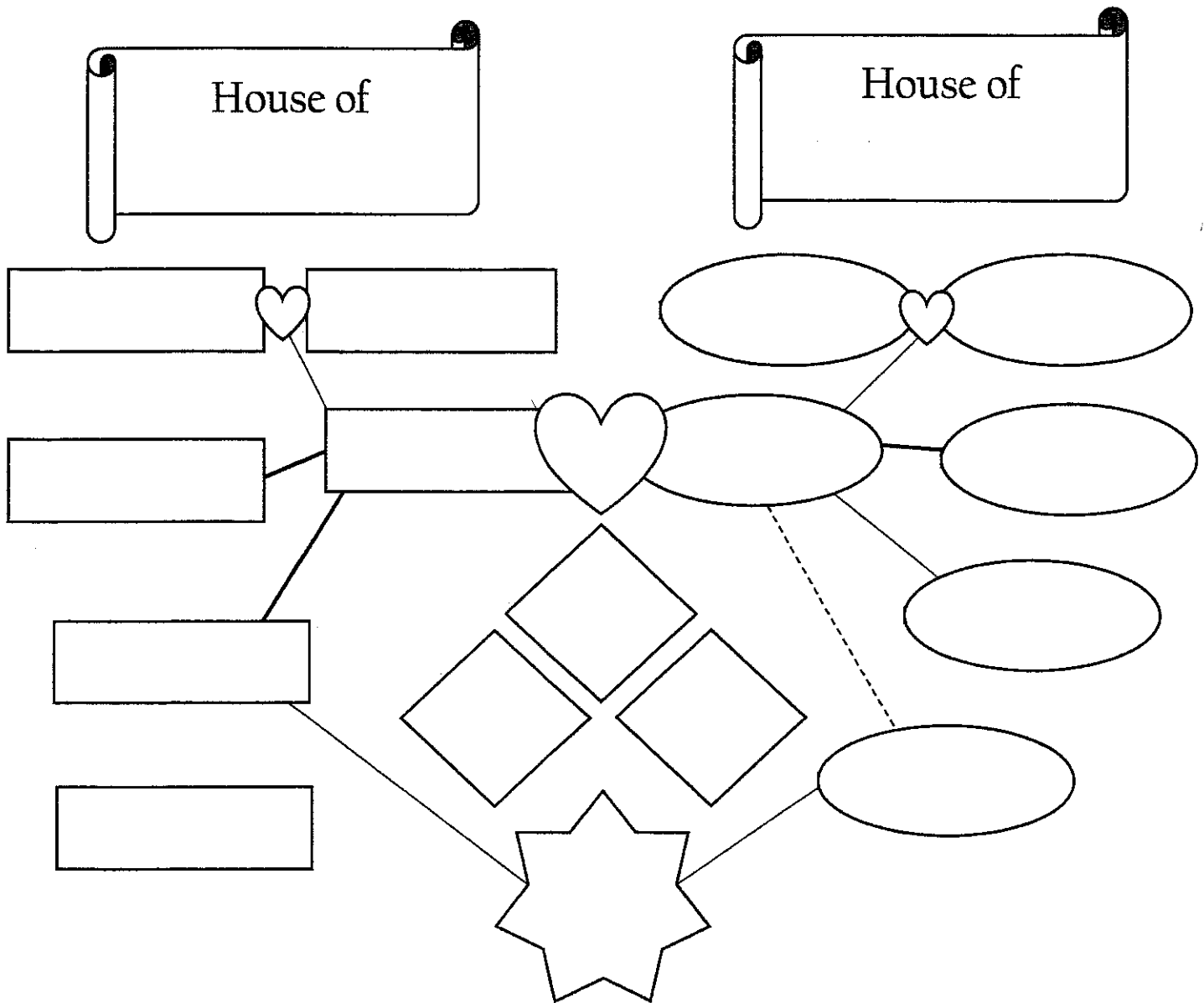
If you have internet access, you should use Edmodo as your primary resource. All assignments will be posted and can be completed on this platform each day.

It is incredibly important that you do this work each day while schools are closed. You will be held responsible for all graded work as well as tested on the material.

I will be available every weekday to provide instruction and for guidance and support. Please reach out to me with any questions or concerns. Use remind for main contact.

Romeo and Juliet

Character Map



Lord and Lady Montague –
Head of the Montague
household

Romeo – Son of Lord and Lady
Montague; age 16

Benvolio – Romeo's cousin and
friend

Mercutio – Romeo's close
friend; related to the Prince

Balthasar – Servant to Romeo

The Prince – The Prince of
Verona

Friar Lawrence – Friend to both
Romeo and Juliet

Friar John – lives and works with
Friar Lawrence

Apothecary – A merchant in
Mantua who deals with
remedies, medicines and drugs

Lord and Lady Capulet – Head
of the Capulet household

Juliet – Daughter of Lord and
Lady Capulet; age 13

Nurse – Has taken care of Juliet
since birth; Juliet's closest friend

Tybalt – Juliet's cousin

Paris – Suitor to Juliet; related to
the Prince

Prologue Close Reading Activity

Romeo and Juliet Act 1 Prologue

Enter Chorus

Chorus Two households both alike in dignity,
In fair Verona where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
5 From forth the fatal loins of these two foes
A pair of star-crossed lovers take their life;
Whose misadventured piteous overthrows
Doth with their death bury their parents' strife.
The fearful passage of their death-marked love
And the continuance of the parents' rage,
10 Which, but their children's end, nought could remove,
Is now the two hours' traffic of our stage;
The which, if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

[Exit]

Read the prologue to yourself at least twice. After reading, answer the questions below and mark the text using the directions provided.

1. What is the setting of the play. (Draw a box around the word. Online: Use the draw tool.)
2. What is the relationship between the two households. (Circle the lines that tell us that these two families don't get along. Online: Use the Draw tool.)
3. What does Shakespeare mean by "star-crossed lovers"?
4. What happens to the lovers? (Underline the lines that give away the ending. Online: Use the Draw tool).
5. What does the chorus ask the audience to do in the last 2 lines? Why? (Draw an arrow next to the lines that tell the playgoers that what they missed in the Prologue, they can find out later in the play. Online: Use the Draw tool.)

Romeo and Juliet Anticipation Guide

Name: _____

Rate the following statements on a scale of 1-4. Give a 1-2 sentence rationale for each one.

- | 1: Strongly disagree | 2: Sort of disagree | 3: Sort of agree | 4: Strongly agree |
|--|---------------------|------------------|-------------------|
| 1. The punishment for murder should be death.
Why? | | | |
| 2. Teenagers cannot understand what true love really is.
Why? | | | |
| 3. Killing someone in revenge for killing a close friend is okay.
Why? | | | |
| 4. Friends should always support each other, even when they are wrong.
Why? | | | |
| 5. Parents should make the decisions about their children's lives.
Why? | | | |
| 6. It is possible to fall in love at first sight.
Why? | | | |
| 7. Telling lies or hiding the truth is acceptable for the right reasons.
Why? | | | |
| 8. Family feuds only affect adults.
Why? | | | |
| 9. <u>Loyalty</u> to family is more important than <u>love</u> of a person not in the family.
Why? | | | |
| 10. It is best to keep fears and struggles a secret, instead of asking for help.
Why? | | | |

Romeo and Juliet

Literary Terms

Familiar Terms	Simile	Comparison of two unlike things using the word 'like' or 'as.' <i>Example: Love is like a rose.</i>
	Metaphor	Comparison of two unlike things without using 'like' or 'as.' <i>Example: Juliet is the sun</i>
	Personification	Giving human characteristics to non-human things. <i>Example: The leaves kissed the tree</i>
	Foreshadow	Clues that suggest events yet to come

Writing Structure	Iambic Pentameter	A type of meter that has 10 syllables in a line of poetry <i>Example: Two hou-ses both a-like in dig-ni-ty</i>
	Sonnet	Fourteen lines of iambic pentameter – popularized by Shakespeare <i>Example: A B A B C D C D E F E F G G</i>
	Stanza	A unit or group of lines in poetry that are separated by spaces. <i>Example: A B A B = 1 stanza</i>
	Quatrain	4 line stanza (rhymes)
	Couplet	2 line stanza (rhymes)

Dramatic Speech	Prologue	The opening lines of a drama that give background information
	Dialogue	Conversation carried on by one or more characters
	Monologue	A speech given by one character while others are on the stage <i>Hint: A person who has a lot to say!</i>
	Soliloquy	Speech delivered by a character when he is alone on stage <i>Hint: Speaking your thoughts out loud</i>
	Aside	When a character speaks to the audience and not to the other characters <i>Hint: Whispering</i>

Dramatic Terms	Dramatic Irony	When the audience/reader knows something a character does not <i>Example:</i>
	Foil	Character opposites for emphasis <i>Example:</i>
	Tragedy	A play in which the main character suffers a downfall. <i>Example:</i>
	Tragic Hero	The main character in a tragedy <i>Example:</i>
	Tragic Flaw	The character trait that leads to the downfall of the tragic hero <i>Example:</i>

Name: _____

Shakespeare Background: Video Notes

Directions: Use this link and answer the questions below: <https://tinyurl.com/red7oy8>

1. What kinds of texts did Shakespeare write?	
2. Approximately, how long ago did Shakespeare die?	
3. Where was Shakespeare born?	
4. Why did Shakespeare get to go to school even though many children had to go to work instead?	
5. How were the tools Shakespeare used to write different from what we use today?	
6. How many poems did Shakespeare write?	
7. Why were all the women's roles played by men during this time?	
8. What theater did Shakespeare perform most of his plays at?	
9. Describe The Globe.	
10. Why was The Globe closed?	
11. How many History plays did Shakespeare write?	
12. How many tragedies did Shakespeare write?	
13. How many comedies did Shakespeare write?	
14. How many sonnets did Shakespeare write?	

Shakespeare's Times

Directions: Use this link to answer the question below: <https://tinyurl.com/ubz887c>

Identify five interesting facts about life in London during the time of Shakespeare. Write in complete sentences.

1.
2.
3.
4.
5.

Romeo & Juliet Act 1 Comprehension Questions

Act 1, Scene 1

	Question	Answer
1.	What is the setting for the play?	
2.	What scene of conflict opens the action of the play?	
3.	Which character tries to stop the fighting among the servants?	
4.	Which character is aggressive and eager to fight?	
5.	What warning does the Prince give to anyone who breaks the peace again?	
	Using the answers above, write a 2-3 sentence summary of Act 1, Scene 1.	

Act 1, Scene 2

	Question	Answer
1.	Who has asked for Juliet's hand in marriage?	
2.	How old is Juliet?	
3.	In what state of mind is Romeo when we first see him in the play?	
4.	Explain how Romeo finds out about the Capulet ball.	
5.	How does Benvolio try to remedy Romeo's love sickness?	
	Using the answers above, write a 2-3 sentence summary of Act 1, Scene 2.	

Act 1, Scene 3

	Question	Answer
1.	How old is Juliet?	
2.	Describe the nurse.	
3.	Why does Lady Capulet visit with Juliet? What questions does she ask her?	
4.	How do the Nurse and Lady Capulet feel about Paris?	
5.	What is Juliet's answer Lady Capulet's question.	
	Using the answers above, write a 2-3 sentence summary of Act 1, Scene 3.	

Act 1, Scene 4 & 5

	Question	Answer
1.	Who is Queen Mab?	
2.	What premonition does Romeo have?	
3.	How did Lord Capulet force the young ladies to dance with him?	
4.	Who recognizes Romeo's voice at the feast and becomes furious because he is allowed to stay?	
5.	Who first tells Romeo and Juliet who the other is?	
	Using the answers above, write a 2-3 sentence summary of Act 1, Scene 4 & 5.	

Romeo & Juliet Act 2 Comprehension Questions

Act 2, Scene 1 & 2

	Question	Answer
1.	Instead of returning home, where does Romeo go after the ball?	
2.	By whose name does Mercutio call for Romeo?	
3.	How does Romeo learn of Juliet's love for him?	
4.	What do Romeo and Juliet exchange?	
5.	What do Romeo and Juliet plan to do the next day?	
6.	To what does Romeo compare Juliet's beauty?	
7.	Who keeps interrupting the balcony scene?	
8.	Why does Juliet ask Romeo not to swear by the moon?	
	Using the answers above, write a 2-3 sentence summary of Act 2, Scenes 1 & 2.	

Act 2, Scene 3 & 4

	Question	Answer
1.	What is Friar Laurence's special skill or area of knowledge?	
2.	About what does the Friar caution Romeo?	
3.	Why does the Friar agree to marry Romeo and Juliet?	
4.	Who has sent Romeo a challenge for a duel?	
5.	What excuse is Juliet to give for going to Friar Laurence's cell?	
6.	Where are Romeo and Juliet to be married?	

7	Who teases Romeo about Rosaline and his love-sickness?	
8	Who teases the Nurse and causes her to become crass?	
9	How does Romeo plan to get into Juliet's window?	
	Using the answers above, write a 2-3 sentence summary of Act 2, Scene 3 & 4.	

Act 2, Scene 5 & 6

	Question	Answer
1.	At what time did Juliet send the Nurse to see Romeo and find out the wedding plans?	
2.	How long has Juliet been waiting for the Nurse to return with the news from Romeo?	
3.	How does the Nurse react when she finally returns?	
4.	How does the Nurse feel about the marriage?	
5.	What is the Friar afraid of?	
6.	The friar warns Romeo again about something. What is it?	
7.	How much do the lovers say their love has grown?	
8.	How many people know of the marriage?	
9.	Where does the marriage take place?	
	Using the answers above, write a 2-3 sentence summary of Act 2, Scenes 5 & 6.	

Romeo & Juliet Act 3 Comprehension Questions

Act 3, Scene 1 & 2

	Question	Answer
1.	Who begs Mercutio to leave the streets of Verona because the Capulets might also be out on this extremely hot day?	
2.	Who comes to the public square looking for a fight with Romeo?	
3.	What does Mercutio call Tybalt?	
4.	How does Tybalt insult Romeo and try to get him to fight him?	
5.	Why won't Romeo fight Tybalt?	
6.	Why does Mercutio fight Tybalt?	
7.	How is Mercutio killed?	
8.	Why does Romeo kill Tybalt?	
9.	Who tells the Prince about the murders?	
10.	What is Romeo's punishment?	
	Using the answers above, write a 2-3 sentence summary of Act 3, Scenes 1 & 2.	

Act 3, Scene 3 & 4

	Question	Answer
1.	What day is it in Scene 3?	
2.	Where did Romeo run to hide after the murder of Tybalt?	
3.	How does he react to the news that he is banished from Verona?	
4.	Who tells him that the Prince has banished him?	
5.	What upsets Romeo the most about being banished?	

6	The Friar gives three reasons that Romeo should be happy. What were they?	
7	What does the Nurse give to Romeo?	
8	Where is Romeo to go before daybreak?	
9	On what day does Lord Capulet plan for Juliet to be married to Paris?	
10	Who is to tell Juliet the "good news" concerning her future marriage to Paris?	
	Using the answers above, write a 2-3 sentence summary of Act 3, Scene 3 & 4.	

Act 3, Scene 5

	Question	Answer
1.	On what day does Scene 5 take place?	
2.	What is significant about the lark and the nightingale?	
3.	What vision does Juliet have as Romeo is leaving?	
4.	Who comes to visit with Juliet early that morning?	
5.	What news does Lady Capulet give to Juliet?	
6.	What is Juliet's reaction to the news that Lady Capulet gives her?	
7.	Who does Juliet turn to for help when her parents leave?	
8.	What advice does the Nurse give Juliet?	

9.	Why does Juliet tell the Nurse that she is going to see Friar Laurence?	
10.	If the Friar cannot furnish a solution for Juliet, what does she have the power to do?	
	Using the answers above, write a 2-3 sentence summary of Act 3, Scenes 5.	

Romeo & Juliet Act 4 Comprehension Questions

Act 4, Scene 1-3

	Question	Answer
1.	Why is Paris at Friar Laurence's cell?	
2.	What reason does Paris give the Friar for the hasty marriage?	
3.	How long will the sleeping potion take effect?	
4.	Where will Juliet be put after her family believes that she is dead?	
5.	Who will be waiting in the tomb when Juliet awakens from the sleeping potion?	
6.	Who is supervising the preparations for the wedding?	
7.	What change does Lord Capulet make in the wedding plans?	
8.	If the potion does not work, what does Juliet plan to do?	
9.	What vision makes her have the strength to go ahead and drink the potion?	
10.	How will Romeo know about the plans?	
	Using the answers above, write a 3-4 sentence summary of Act 4, Scenes 1-3.	

Act 4, Scene 4 & 5

	Question	Answer
1.	Scene 4 takes place at what time in the morning?	
2.	Scene 4 takes place on what day?	
3.	How do the Capulets know that Paris is approaching?	
4.	Who is sent to wake up Juliet?	
5.	What does the Nurse find?	
6.	Who tries to console the Capulets by saying that Juliet is better off in heaven?	
7.	How do the wedding preparations change after they find Juliet?	
8.	How does the County Paris react to the death of Juliet?	
9.	How does Lord Capulet know that she is dead?	
10.	How does the act end?	
	Using the answers above, write a 2-3 sentence summary of Act 4, Scene 4 & 5.	

Romeo & Juliet Act 5 Comprehension Questions

Act 5, Scene 1-2

	Question	Answer
1.	Where does Scene 1 take place?	
2.	What was Romeo's dream?	
3.	Who brings Romeo the news that Juliet is dead?	
4.	Why does Romeo go to the Apothecary?	
5.	How much does Romeo pay for the poison?	
6.	Why does the Apothecary hesitate in selling Romeo the poison?	
7.	What persuades the Apothecary to go ahead and sell Romeo the poison?	
8.	Who does Friar Laurence entrust with the important letter to Romeo?	
9.	Why is the letter not delivered to Romeo?	
10.	How long will it be before Juliet wakes up?	
	Using the answers above, write a 3-4 sentence summary of Act 5, Scenes 1-2.	

Act 5, Scene 3

	Question	Answer
1.	Why is Paris at Juliet's tomb?	
2.	What is Paris' last request?	
3.	Why does Paris think Romeo has come to the Capulet tomb?	
4.	Who kills Paris?	

5.	If Romeo had not been so hasty in drinking the poison, what would he have noticed about Juliet?	
6	Name the people who have died in this scene.	
7	Where does Friar Laurence want to take Juliet?	
8	How does Juliet kill herself?	
9	Who is suspected the most as a murderer and why?	
10	What four accounts does the Prince hear?	
	Using the answers above, write a 2-3 sentence summary of Act 5, Scene 3.	

Romeo & Juliet Essay Brainstorm

How are the following characters at all responsible for the deaths of Romeo & Juliet? Fill in the table for each character. Come up with as many reasons as possible.

Romeo	Juliet	Friar Lawrence	Tybalt	Mercutio

The Nurse	Lord and Lady Capulet	Friar John	The Prince	Other? (Optional)

Review the chart you completed. Which 3 characters are most responsible for Romeo & Juliet's deaths?

Character Responsible	Why? Be SPECIFIC. Describe the cause and effect of their SPECIFIC actions.		How did this cause R&J's deaths?
	Action	Effect	

Review your previous thinking and identify a pattern. Which of the big ideas below is most to blame for the deaths of Romeo & Juliet? Choose one and explain why.

Youth and Inexperience	Adults' Interference	Fate/Chance

Thesis

Using the chart you just filled out, synthesize why your characters are responsible for the death for R&J to create a thesis statement:

[Restate] because [reason]. *Example: Youth and inexperience are responsible for the deaths of Romeo and Juliet because...*

Write: _____

Background Information

Write a brief summary of Romeo & Juliet that will provide a rough draft for the background knowledge needed in your introduction:

Name: _____ Date: _____ Block: _____

***The Tragedy of Romeo and Juliet* CEIEI Outline**

Outline a **FULL ESSAY** responding to the following prompt. Remember, each body paragraph should focus on a different Action or character. Each body paragraph should be outlined in CEIEI format (**9 sentences each**). REMEMBER: NO PERSONAL PRONOUNS (I, me, us, we, etc.)

PROMPT: What is most responsible for the deaths of Romeo and Juliet?

Brainstorm:

Introduction Paragraph

Hook (which will begin your introduction paragraph):

Write: _____

Background Information (to lead into your thesis):

Write: _____

Thesis Statement (which will end your introduction paragraph): Youth and inexperience *are responsible for the deaths of Romeo and Juliet because...*

Write: _____

Body Paragraph #1 - CEIEI Format

1) Claim: [Restate] because [reason].

Write: _____

2) Evidence: Lead in, "Quote" (Citation). *Example: (Shakespeare 34).*

Write: _____

3) Interpretation #1: Give *context* to the reader. What is happening in the story at the time of the quote?

Write: _____

4) Interpretation #2: Make an *inference* about the character. What can you *infer* about the character/plot/etc? Tell the reader something that the author has not directly stated in the text (something that is not *obvious*).

Write: _____

5) Interpretation #3: *Connect* back to the claim. How does this quote and analysis support your opinion? Give the reader a final statement to prove you are correct.

Write: _____

6) Evidence: Lead in, "Quote" (Citation). *Example: (Shakespeare 34).*

Write: _____

7) Interpretation #1: Give *context* to the reader. What is happening in the story at the time of the quote?

Write: _____

8) Interpretation #2: Make an *inference* about the action/character/event. What can you infer about the character/plot/etc? Tell the reader something that the author has not directly stated in the text (something that is not *obvious*).

Write: _____

9) Interpretation #3: *Connect* back to the claim. How does this quote and analysis support your opinion? Give the reader a final statement to prove you are correct.

Write: _____

Body Paragraph #2 – CER Format

1) Claim: [Restate] because [reason].

Write: _____

2) Evidence: Lead in, "Quote" (Citation). *Example: (Shakespeare 34).*

Write: _____

3) Interpretation #1: Give *context* to the reader. What is happening in the story at the time of the quote?

Write: _____

4) Interpretation #2: Make an *inference* about the the action/character/event. What can you infer about the character/plot/etc? Tell the reader something that the author has not directly stated in the text (something that is not *obvious*).

Write: _____

5) Interpretation #3: *Connect* back to the claim. How does this quote and analysis support your opinion? Give the reader a final statement to prove you are correct.

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Write: _____

9) Interpretation #3: *Connect* back to the claim. How does this quote and analysis support your opinion? Give the reader a final statement to prove you are correct.

Write: _____

Body Paragraph #3 - CER Format

1) Claim: [Restate] because [reason].

Write: _____

2) Evidence: Lead in, "Quote" (Citation). *Example: (Shakespeare 34).*

Write: _____

3) Interpretation #1: Give **context** to the reader. What is happening in the story at the time of the quote?

Write: _____

4) Interpretation #2: Make an **inference** about the the action/character/event. What can you **infer** about the character/plot/etc? Tell the reader something that the author has not directly stated in the text (something that is not *obvious*).

Write: _____

5) Interpretation #3: **Connect** back to the claim. How does this quote and analysis support your opinion? Give the reader a final statement to prove you are correct.

Write: _____

6) Evidence: Lead in, "Quote" (Citation). *Example: (Shakespeare 34).*

Write: _____

7) Interpretation #1: Give **context** to the reader. What is happening in the story at the time of the quote?

Write: _____

8) Interpretation #2: Make an *inference* about the the action/character/event. What can you infer about the character/plot/etc? Tell the reader something that the author has not directly stated in the text (something that is not *obvious*).

Write: _____

9) Interpretation #3: Connect back to the claim. How does this quote and analysis support your opinion? Give the reader a final statement to prove you are correct.

Write: _____

Conclusion Paragraph

Sum up your main points and restate your thesis (no evidence statements needed here):

Write: _____

NOW PUT ALL OF THESE PIECES TOGETHER INTO ONE FULL ESSAY.

Romeo & Juliet Summative Project

Purpose:

The purpose of this project is to show your ability to analyze and think critically about the story elements of Romeo and Juliet including crucial plot events, characterization, and setting.

Directions:

1. You may work in groups of 1-3 people. Groups larger than 3 will not be allowed. Each member should contribute equally and will earn the same grade, so choose your group members wisely.
2. Choose a project that plays to the strengths of your group. You will not be allowed to change projects after today.
3. As you adapt Romeo & Juliet, make thoughtful choices with your group. You will complete an INDIVIDUAL reflection at the end of this project, so make sure you understand why decisions about setting, characters, graphics, etc. are made.
4. You will share with the class in small group presentations. (Exception: Act It Out requires a whole class audience.)

Options:

- **Act It Out:** Select one complete (and important) scene from Romeo & Juliet. Re-write it in modern language with a modern setting. You will perform your scene in front of the class & submit your TYPED script. (You do not need to memorize.) If your scene has more than 3 people, think critically about which characters can be combined/left out/etc.
- **You've Got Mail:** Select four crucial plot points from Romeo & Juliet and create a post card for each. The front should include images/symbols/colors relevant to the event. The back should feature a short but thorough letter summarizing the event and detailing potential changes/consequences. Be thoughtful about details including addresses, sender, recipient, etc.
- **Comic-ify It:** Select two complete (and important) scenes from Romeo & Juliet and re-write them as a comic strip. Be sure to include crucial dialogue while using illustrations to show action and emotion. You may use the original setting or determine an alternate time & place.
- **Go Write A Book:** Select four crucial plot points from Romeo & Juliet to re-write using traditional narrative structure. You should change the time and place. You may modernize it or set it in a completely different time and place (Ex: Future, space OR 1920s NYC). You must use accurate narrative structure including dialogue and imagery. The final product MUST be typed.

Rubric

	10-9	8-9	7-8	6 or below
Choice of Scenes or Events _____ x 1.5	ALL scenes or events selected are obviously well thought out. Show clear understanding of plot and cause and effect. Scenes or events are crucial to the play.	Scenes or events are mostly well thought out. Show some understanding of plot and cause and effect. All scenes or events are important.	Some scenes or events seem well thought out. Show minimum understanding of plot and cause and effect. Some scenes or events are important.	Scenes or events seem randomly chosen. Show little to no understanding of plot and cause and effect. Scenes or events are unimportant.
Characterization	Clear understanding of characters motivations and feelings is evident.	Some understanding of characters motivations and feelings is evident.	Minimal understanding of characters motivations and feelings is evident.	Little to no understanding of characters motivations and feelings is evident.
Setting	Time & place of re-crafted scene or event is clearly thought out and evident. Any change (or non-change) from original is meaningful.	Time & place of re-crafted scene or event is mostly thought out and evident. Any change (or non-change) from original is meaningful.	Time & place of re-crafted scene or event is minimally thought out and minimally evident. Change (or non-change) from original may appear random.	Time & place of re-crafted scene or event is not thought out and not evident. Change (or non-change) from original appears random.
Creativity and Originality	Product is exceptionally creative and original while drawing appropriately from source material.	Product is creative and original while drawing appropriately from source material.	Product is minimally creative and original while drawing appropriately from source material OR deviates too substantially from source material to be recognizable.	Product shows little to no creativity and originality OR deviates too substantially from source material to be recognizable.
Grammar & Mechanics _____ x.5	Product shows exceptional understanding and use of Standard English Grammar & Mechanics. Any deviation is thoughtful.	Product shows some understanding and use of Standard English Grammar & Mechanics. Any deviation is thoughtful.	Product shows minimal understanding and use of Standard English Grammar & Mechanics. Any deviation seems random or mistaken.	Product shows little to no understanding and use of Standard English Grammar & Mechanics. Any deviation seems random or mistaken.

Total _____/50