

## ANSWERS TO STUDY GUIDE QUESTIONS

### **Romeo and Juliet** **Study Guide – Act I**

#### Prologue:

1. In what city does this play take place?

*The play takes place in the Italian city of Verona.*

2. Why are Romeo and Juliet called “Star-cross’d lovers?”

*Romeo and Juliet are considered star-crossed lovers because fate has brought them together, yet their families are at war with one another and they will never be able to be together; therefore, fate will also tear them apart.*

#### Act I, Scene I:

1. Who is fighting at the beginning of the first scene?

*In the beginning of Act I Scene I, a fight occurs between the Capulets and the Montagues. The fight is between Sampson (Capulet), Gregory (Capulet), Abraham (Montague), and Balthazar (Montague). Later in the scene Benvolio (Montague) and Tybalt (Capulet) fight.*

2. Who tries to break up the fighting?

*Benvolio tries to break up the fighting but ends up joining the fight against Tybalt.*

3. What threat does the Prince make to Lord Montague and Lord Capulet?

*The Prince is tired of the fighting and threatens to execute anyone that becomes involved in a fight in the streets.*

4. Benvolio and Montague describe the way Romeo has been acting. What do they have to say about him?

*Benvolio and Montague talk about how depressed Romeo seems to be the last few days. Romeo is refusing to talk to anyone walking morosely through the gardens crying. Montague describes him as a flower that refuses to open up.*

5. Why is Romeo so sad? Explain.

*Romeo is in love with a woman named Rosaline. Rosaline has sworn that she will never love a man and wishes to join a convent (to become a nun). Romeo is sad that she does not love him back. Romeo feels alone and tells Benvolio that he will never be in love with another woman.*

6. What is Benvolio’s advice to Romeo?

# Romeo And Juliet Guide Questions Answers

**EW Minium**



## **Romeo And Juliet Guide Questions Answers:**

Romeo & Juliet - Literature Kit Gr. 7-8 Nat Reed, 2008-09-01 Become swept up in a tale of love feuds and tragedy Before and after reading questions and activities are designed to help guide student comprehension as they read the novel Identify the central problem of this play Defend or refute statements about the play by using evidence from the text Find an example of hyperbole in Romeo's soliloquy Get a handle on the difficult vocabulary by finding their synonyms based on their context Identify the use of alliteration within Romeo and Mercutio's conversation Answer true or false questions concerning the Capulet's plans to have Juliet marry Paris Compare the feud between the Capulets and Montagues with another famous feud from history Aligned to your State Standards and written to Bloom's Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel William Shakespeare's timeless tragic tale of two doomed young lovers caught between feuding families The two young people fall in love and are secretly married When Romeo kills Juliet's kinsmen in a duel he is banished and forced to live in exile Distraught Juliet formulates a plan to bring Romeo back by drinking a substance that renders her into a death like state for several hours Her family assuming she is dead lays Juliet to rest in the family vault Romeo also believing Juliet is dead drinks poison and dies Juliet recovers sees Romeo dead beside her and stabs herself to death Both the Capulet and Montague families arrive at the tomb and are devastated however as a result of the tragedy they reconcile English Language Arts, Grade 9 Module 1 PCG Education, 2015-11-05 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6-12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career's instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6-12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been

immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation *English Journal* ,1997

**Romeo and Juliet** John F. Andrews,2015-05-08 Originally published in 1993 Presenting excerpts and articles on the themes and characters from the most famous story of young lovers this collection brings together scholarship relating to the language performance and impact of the play Ordered in three parts the chapters cover analysis reviews and interpretation from a wide ranging array of sources from the play s contemporary commenters to literary critics of the early 1990 s The volume ends with an article by the editor on the action in the text which concludes the final section of 8 pieces looking at the story as being a product of Elizabethan Culture It considers the attitude to the friar to morality and suicide the stars and fate and gender differences Comparisons are made to Shakespeare s source as well as to productions performed long after the Bard s death *Effective Instruction for English Language Learners* Julie Jacobson,Kelly Johnson,Diane Lapp,2011-04-27

Motivating lessons designed to improve the content learning and literacy skills of English language learners ELLs in K 8 Offering research supported strategies that teachers can implement immediately the book explains how to use content area texts to support ELLs growth in eg comprehension pronunciation fluency vocabulary and grammar **Lesson Plans:**

**William Shakespeare** LessonCaps,2014-01-25 How do you teach Shakespeare in school This book provides five day lesson plans for over a dozen of Shakespeare s greatest known plays Lesson plans include Julius Caesar Coriolanus Othello As You Like It Hamlet Macbeth Romeo and Juliet Midsummer s Night Dream Richard III Love s Labour s Lost Anthony and Cleopatra Henry V King Lear and The Tempest Each lesson plan may also be purchased separately **Turning the Soul** Sophie

Haroutunian-Gordon,1991-04-21 Is our nation s educational system faltering in part because it strives to teach students predetermined right answers to questions In *Turning the Soul* Sophie Haroutunian Gordon offers an alternative to methods advocated by conventional educational practice By guiding the reader back and forth between two high school classes discussing Shakespeare s *Romeo and Juliet* she gracefully introduces the alternative approach to education interpretive discussion One class located in a private racially integrated urban school has had many conversations about the meaning of books The second group less advantaged students in a largely black urban school has not The reader watches as students in each group begin to draw upon experiences in their personal lives to speculate about events in the play The students assist one another with the interpretation of complex passages pose queries that help sustain the conversation and struggle to get Shakespeare right Though the teachers suffer moments of intense frustration they are rewarded by seeing their students learn to engage in meaningful exchange Because *Turning the Soul* draws on actual classroom conversations it presents the range of difficulties that one encounters in interpretive discussion The book describes the assumptions about learning that

the use of such discussion in the classroom presupposes and it offers a theoretical perspective from which to view the changes in both students and teachers      Who Let This Disaster in My Classroom? Cassandra Smith,2009-06-01 Attention Online Instructors this one is for you Have you ever felt alone as an online instructor Have you ever wondered why students email you with excuses about their late assignments and expect pardon Have you ever doubted whether anyone understands the challenges you face with online students Have you ever questioned your class setup or simply needed some direction If your answers are an emphatic yes then this book is for you Who Let this Disaster in My Classroom provides you the long overdue answers to your questions as an online instructor It provides skills strength and the gift of laughter as I chronicle my own experiences as an online instructor This book will help you make it through your classes and reaffirm that you are not alone in cyberspace It is a must have for online instructors as it provides real life examples and practical tips to help you through this innovative wonderful virtual platform called distance education      **The Game Plan** Daron W. Kennett,Kim Suzanne Rathke,Kristin van Brunt,2015-12-03 The Game Plan is the first professional book that gives secondary administrators literacy coaches and other instructional leaders a step by step blueprint for implementing the Common Core Literacy Standards for History Social Studies Science and the Technical Subjects and other college and career readiness standards The book provides principals district supervisors instructional coaches and other leaders with a coherent realistic plan to build a school wide culture of literacy instruction data use and PLC based cycles of reflection planning and action This multi year plan is built on a continuous cycle of improvement philosophy and is modular in nature allowing leaders to rearrange substitute and modify the plan to meet the needs of any secondary school Organized in two parts the first section of The Game Plan lays out a semester by semester flexible configuration for introducing implementing and supporting the literacy standards over the course of six full school years this section also includes detailed guidelines for creating a comprehensive assessment plan to gather analyze and act on school data The second section includes instructional tools and strategies for reading writing vocabulary and other aspects of the literacy standards that teachers in all subject areas can use

**Handbook of Research on Special Education Teacher Preparation** Paul T. Sindelar,Erica D. McCray,Mary T. Brownell,Benjamin Lignugaris/Kraft,2014-03-05 The purpose of this seven part handbook is to expand our knowledge of teacher education broadly by providing an in depth look at the most up to date research on special education teacher preparation      *Reimagining Shakespeare for Children and Young Adults* Naomi Miller,2013-10-15 First published in 2003 Routledge is an imprint of Taylor Francis an informa company      Performing Arts/books in Print ,1973      **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1972      *Shakespeare Amazes in the Classroom* Jennifer Szwaja,2023-12-20 Shakespeare Amazes in the Classroom supports the instruction of learners needing to be challenged with content that is complex rich and of high interest to students whether they are gifted high achieving or just curious about Shakespeare Also a model of instructional design Shakespeare Amazes is an exemplar of how comprehensive

standards based instruction can be developed to meet the needs of gifted and talented learners Chapters consist of a collection of lessons that address specific learning goals related to point of view character development theme comparing and contrasting as well as multimedia interpretations and other topics relevant to students studying fiction within grades four through eight Chapters offer assessment suggestions as well as strategies to support the social and emotional needs of students the needs of multilingual learners and tips for supporting twice exceptional students as they work through the lessons The final chapter outlines in detail how the planning and implementation of a Shakespeare festival might be directed by students to maintain motivation develop student agency and allow for real world learning experiences to occur naturally alongside students study of the Bard s words Online resources including editable critical thinking exercises printable student texts synopsis of the stories comprehensive teaching notes and example student teacher conversations as well as other bits of wisdom delivered with humor and supported by experience are provided Developed taught and revised over the past ten years using the Understanding by Design framework this practical resource is sure to be a dog eared teacher favorite for new and veteran educators

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