

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is This Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on William Shakespeare	10
• Chapter Questions	
<i>Act One, Scenes 1 and 2</i>	11
<i>Act One, Scenes 3 to 5</i>	14
<i>Act Two, Scenes 1 to 3</i>	17
<i>Act Two, Scenes 4 to 6</i>	20
<i>Act Three, Scenes 1 and 2</i>	23
<i>Act Three, Scenes 3 to 5</i>	26
<i>Act Four, Scenes 1 to 3</i>	29
<i>Act Four, Scenes 4 and 5</i>	32
<i>Act Five, Scenes 1 and 2</i>	35
<i>Act Five, Scene 3</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



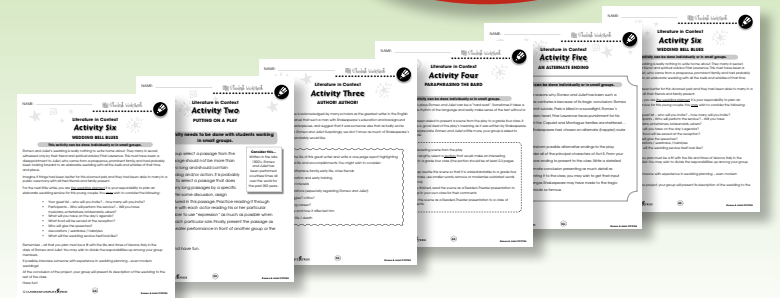
EASY MARKING™ ANSWER KEY	47
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GRAPHIC ORGANIZERS	53
---------------------------------	----

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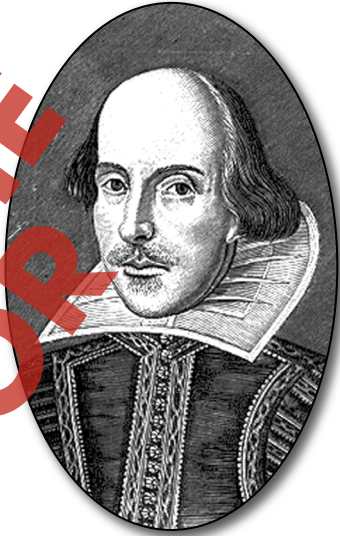




William Shakespeare

William Shakespeare was born in April 1564 in Stratford-upon-Avon, England, and died at the age of 52 on April 23, 1616.

As well as being a famous playwright, he was also an accomplished poet, and is widely regarded as the greatest writer of the English language. During his lifetime he wrote 38 plays and 154 sonnets, as well as a variety of other poems. He is often called England's national poet and the "Bard of Avon" (or "The Bard"). At the age of eighteen he married Anne Hathaway, and together they had three children. Around 1590 he moved to London, England, where he established himself as an actor, writer, and part-owner of the playing company the *Lord Chamberlain's Men*. In 1613 Shakespeare retired to his hometown of Stratford, and died there three years later at the age of 52.



Very little is known about Shakespeare's private life. Some critics have even suggested that some of his writings may have been written by another playwright.

Shakespeare was one of the few playwrights who excelled at both tragedies and comedies. His dramas included such notable works as *Macbeth*, *Hamlet*, and *King Lear*. His comedies included *The Merchant of Venice*, *The Tempest*, and *Much Ado About Nothing*.

Shakespeare's works have been translated into every major language, and his plays have been performed all over the world for hundreds of years.

Did You Know..?

- On November 1582 the 18-year-old William Shakespeare married 26-yr-old Anne Hathaway
- Shakespeare attended the King's New School where classes began at 6AM (summer) or 7AM (winter) and lasted until 5PM
- Almost four hundred years after Shakespeare's death there are over 15 million pages referring to him on Google



Act One, Scenes 3 to 5

1. In Scene 3 Juliet's mother states that she was Juliet's age (almost 14) when married. What might be a disadvantage to being married at such a young age?

2. In many cultures the parents have an important role in deciding whom their child will marry. What is one possible advantage to this, and a possible disadvantage?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	esteem
2	valiant
3	obscured
4	deformity
5	reverence
6	consequence
7	solemnity
8	disparagement
9	intrusion
10	prodigious
11	boisterous
12	hoodwinked

brave
fantastic
tricked
sternness
adoration
noisy
criticism
reverence
abnormality
hidden
encroachment
result



Act One, Scenes 3 to 5

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Tybalt shows that he has a real "soft spot" in his heart for Romeo and the Montague family.
- T F b) Juliet sent her nurse to find out if Romeo was married.
- T F c) Juliet's nurse gave birth to a son about the same time as Juliet was born.
- T F d) Lady Capulet seems more eager than her husband to "match" Juliet up with Paris.
- T F e) When Romeo agrees to attend the festivities at the Capulets', one of his reasons for doing so was his love of dancing.
- T F f) Capulet convinces Tybalt to let Romeo alone so that he might have him killed later, when out of the public eye.

2. Number the events from 1 to 6 in the order they occurred in these chapters.

- a) Mercutio speaks to Romeo of dreams.
- b) Romeo and Juliet meet for the first time.
- c) The nurse and Lady Capulet discuss Paris and his love for Juliet.
- d) Juliet discovers that Romeo is a Montague.
- e) Tybalt discovers Romeo's identity at the dance.
- f) Capulet forbids Tybalt from confronting Romeo.



Act One, Scenes 3 to 5

Answer each question with a complete sentence.

1. Many lines from Shakespeare's plays have become famous expressions of the English language. Rephrase the following expressions from Act I, so that the meaning is crystal clear:

A *We burn daylight* (Scene 4, Line 44) B *He's a man of wax* (Scene 3, Line 82)

2. How was Romeo able to attend a dance at the home of his enemies and still protect his identity?

3. In Scene 3, Lines 85-100, Lady Capulet speaks to Juliet about Paris' love for her and asks whether his affections might be returned. Written mainly in iambic pentameter, what is the rhyming scheme of Lady Capulet's speech in lines 89-100?

4. Briefly summarize Juliet's response.

5. Mercutio's *Queen Mab Speech* in Scene 4 (Lines 58-100) is one of the most famous of the play. In this discourse, Mercutio refers to dreams as, "the children of an idle brain". In his speech, list two dreamers and their dreams that Mab provokes.

6. Defend or refute the following statement using evidence from the play: *When Romeo saw Juliet, it was love at first sight.*



Journaling Prompt

Think back on a time when you met someone for the first time who really impressed you. Describe how you felt, and why it was that this person was so impressive. Upon reflection of this event, do you think you were right or wrong to be so impressed?



Act 5

Letter Home

In Scene Three Romeo is informed that Juliet is dead. Imagine that before leaving Mantua to die with Juliet, Romeo writes a letter to his parents. What would he say in such a letter? Write a letter to the Montagues expressing your feelings for them and explaining your actions in a way that they will hopefully understand.



Act 6

Copy Cats!

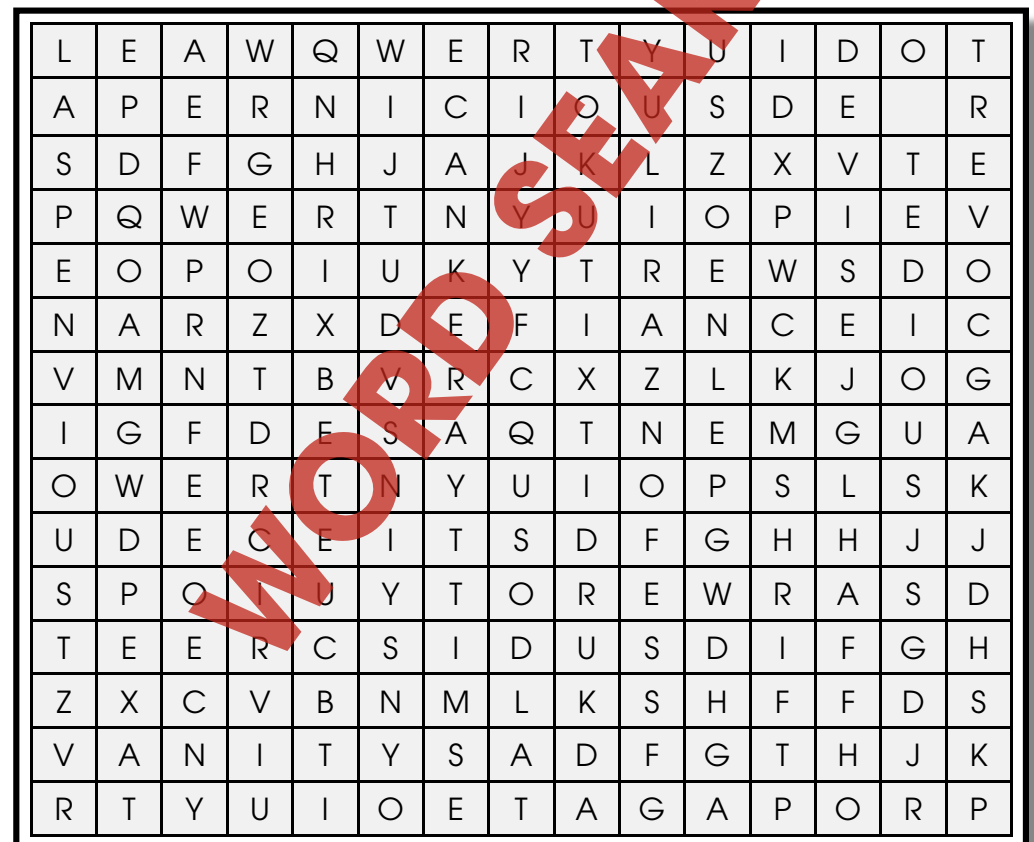
People the world over have heard of the two principal characters of this famous play – Romeo and Juliet, and even if they haven't read the play, might know that it is the tragic tale of a doomed love affair. Many books and movies have unashamedly adapted the basic plotline of this famous play. Think of a book or movie which reminds you of this play. Describe the plot of this book or movie and state how it resembles Shakespeare's masterpiece. Also state how the two pieces differ and which of the two you prefer and why.



Word Search Puzzle

Find the 15 words from the Word Box in the Word Search Puzzle. The words are in a straight line, but can be forwards, backwards, or even diagonally.

augment	devise	propagate
canker	discreet	shrill
covert	envious	tedious
deceit	pernicious	vanity
defiance	portentous	weal



Comprehension Quiz

Answer each question in a complete sentence.

- What person was responsible for keeping the peace in Verona?

- At what event does Romeo first catch sight of Juliet?

- Describe the circumstances in which Tybalt was killed.

- Whom did the Capulets wish Juliet to marry? How did she feel about this?

- Describe the setting in which Romeo first learns of Juliet's feelings toward him.

- Who was it that married Romeo and Juliet and hatched the plot to bring them together?

- Who acted as the go-between with Juliet, Romeo and Friar Lawrence?

SUBTOTAL: /14

Describing Wheel

Choose a topic or theme addressed in *Romeo and Juliet* (i.e. violence and death; love and passion; the role of families in love and marriage). Place the theme in the center circle, then add describing words about your topic between the spokes. The describing words may be from the play, or other words that you feel are appropriate.

i.e. Topic: love/romance. Describing words: passionate, fatal, all-consuming, star-crossed, family feud, etc.



NAME: _____

After You Read 



Act Three, Scenes 1 and 2

Answer each question with a complete sentence.

1. What was the reason for Romeo acting as the peacemaker in the fight between Mercutio and Tybalt?

2. What caused Romeo to finally challenge Tybalt to fight?

3. Describe the circumstances where Juliet misunderstands the nurse and at first believes that Romeo has been killed.

4. How is the news that the nurse brings doubly horrible for Juliet?

5. The circumstances described in Scene 2 present Juliet with a terrible decision. Suppose for a moment that because of what Romeo has done to a member of her family she decides to renounce her husband. What might have been the fate of these two people had she done this?

Journaling Prompt

Imagine you are Juliet and will be eloping with your new husband, Romeo, later that evening. Write a short letter to your parents explaining what you are about to do and the reasons for your decision.

1.

He didn't want anything to come between himself and Juliet.

2.

Tybalt killed his brined Mercutio.

3.

Juliet at first believes that Romeo has been killed.

4.

Juliet's cousin, Tybalt has been killed, and Romeo is banished from the city.

5.

Answers will vary.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

- banish
- mangle
- adversity
- disposition
- cherish
- envious
- affray
- vengeance
- wrought
- vile

1.

a) **T**

b) **F**

c) **T**

d) **T**

e) **F**

2.

a) 5

b) 3

c) 1

d) 6

e) 2

f) 4

1.

Mantua.

2.

Answers will vary.

3.

She will be forced to marry him. If she disobeys, her father will never speak to her again.

4.

To make confession.

5.

Answers will vary.

6.

Answers will vary. (i.e. it seems very superficial - Paris is a lovely gentleman.)

25

26

27

28



Romeo and Juliet

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.5** Analyze how a drama or poem's form or structure contributes to its meaning.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.