***Romeo and Juliet:***

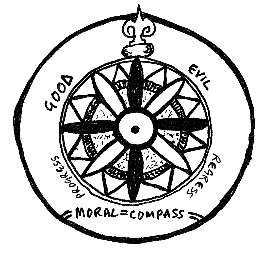
Notebook Chec**k for** The Entire Play

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_ Hour \_\_\_\_\_\_\_\_**

**Any incomplete classwork should be completed for homework.**

**The notebook check is due when all activities have been assigned—at the end of the reading of the play.**

1. Moral Compass
2. Moral Compass
3. Anticipation Guide
4. Anticipation Guide
5. Drama Terminology
6. Drama Terminology
7. The Timeline
8. The Timeline
9. Act I Character List, Participation, Reflection
10. Act II Character List, Participation, Reflection
11. Act III Character List, Participation, Reflection
12. Act IV Character List, Participation, Reflection
13. Act V Character List, Participation, Reflection
14. Deconstructing Culminating Writing Task Prompts

**** **Notebook Check 1-2 :**

**What’s a Moral Compass?**

**Directions:** Rank the following Offenses from 1-10, 10 being the MOST SERIOUS. Later, determine what is the context of the offense in the play.

|  |  |  |
| --- | --- | --- |
| Offense |  | **Context of the Play** |
| Two families having a feud/fight | 1 2 3 4 5 6 7 8 9 10 |  |
| Giving the middle finger | 1 2 3 4 5 6 7 8 9 10 |  |
| Crashing a party (going uninvited) | 1 2 3 4 5 6 7 8 9 10 |  |
| Lying to Parents | 1 2 3 4 5 6 7 8 9 10 |  |
| *Advising* someone to marry for money or looks | 1 2 3 4 5 6 7 8 9 10 |  |
| Marrying against parents’ wishes | 1 2 3 4 5 6 7 8 9 10 |  |
| Cursing | 1 2 3 4 5 6 7 8 9 10 |  |
| Selling potentially lethal drugs | 1 2 3 4 5 6 7 8 9 10 |  |
| Picking a fight | 1 2 3 4 5 6 7 8 9 10 |  |
| Killing someone during a fight | 1 2 3 4 5 6 7 8 9 10 |  |
| Killing someone in self-defense | 1 2 3 4 5 6 7 8 9 10 |  |
| Killing someone for revenge | 1 2 3 4 5 6 7 8 9 10 |  |
| Committing suicide | 1 2 3 4 5 6 7 8 9 10 |  |



What do you feel most strongly about? Why?

**Notebook Check 3-4: Anticipation Guide:**

**Make Decisions About Your Beliefs**

Directions: Consider the **romantic relationships** in your life: your parents, your aunts and uncles, your siblings, and/or your own. Use your knowledge and experience to make a judgement about each of the claims. Circle either Strong Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). As you read the play, what happens that these claims would be context for?

|  |  |  |
| --- | --- | --- |
| **CLAIM** | **Judgement** | **What happens in the play?** |
| 1. Hate is a more powerful emotion than love. | SA A SD D |  |
| 1. There is such a thing as love at first sight. | SA A SD D |  |
| 1. Teenagers do not know what true love really feels like. | SA A SD D |  |
| 1. Someone who is 14 years old is capable of making | SA A SD D |  |
| 1. I would die or kill for romantic love. | SA A SD D |  |
| 1. People who marry too young are likely to regret it. | SA A SD D |  |
| 1. Feelings of love and passion prevent people | SA A SD D |  |
| 1. If I am attracted to someone, I’ll find a way to see him/her even if my parents tell me not to. | SA A SD D |  |
| 1. Parents know what is best for their children more than the children themselves. | SA A SD D |  |
| 1. Your parents should approve of the people that you | SA A SD D |  |
| 1. There are times when it is right to disobey one’s parents. | SA A SD D |  |
| 1. My parents will have to really like the person I marry or I will not marry him or her. | SA A SD D |  |
| 1. Being separated from a person you love is worse than death. | SA A SD D |  |
| 1. Boyfriends or girlfriends are more important than family | SA A SD D |  |
| 1. You should know someone for at least a year before you marry him or her. | SA A SD D |  |
| 1. It is better to take love slowly than to rush into things and act on impulse. | SA A SD D |  |
| 1. Sometimes it’s okay to reveal a secret. | SA A SD D |  |
| 1. The choices we make determine our lives, not fate or destiny. | SA A SD D |  |
| 1. Feelings of love and passion prevent people | SA A SD D |  |

What do you feel most strongly about? Why?

**Notebook Check 5-6 Terminology and Annotations**

**I. TERMS**: Define the following terms. Identify an example for each term from the text.

1. Tragedy:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Fate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Dialogue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Stage Directions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Blank verse: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Motif: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Possible Motifs: Light vs. dark high vs. low dream vs. sleep Love vs. hate Youth vs. age Time Stars Fate Poison haste Religious imagery

1. Monologue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Aside: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Soliloquy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  |
| --- | --- |
| **Literary Terms: define/provide examples of each** | |
| Simile  Metaphor    allusion  alliteration  personification  oxymoron | Foreshadowing    Irony  (verbal, situational, dramatic)  hyperbole  pun |

**Notebook Check 7-8** *Romeo and Juliet* Timeline

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Directions**: fill in the boxes by summarizing the events/ actions that take place for every time period throughout the play | | | | | | |
| Act 1 | SUNDAY | | LATER | | | SUNDAY EVENING |
| Act 2 | SUNDAY NIGHT | MONDAY MORNING | | | MONDAY AFTERNOON | ONE HOUR LATER… |
| Act 3 | MONDAY LATER AFTERNOON | | | MONDAY LATE AFTERNOON | | |
| MONDAY LATE AT NIGHT | TUESDAY DAWN | | | | |
|  | | | | |
| Act 4 | TUESDAY MORNING | TUESDAY NOON | | TUESDAY NIGHT | | EARLY WEDNESDAY MORNING |
| Act 5 | THURSDAY LATE AT NIGHT | | | | | |

**Notebook Check 9 : ACT I** Character and Participation List

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Everyone must play at least 1 part to earn a stamp**. Students who read the stage directions in any scene will get two stamps. Highlight the part that you play and place your name next to it. The teacher will keep a participation log as well. | | | | | |
| **Prologue:** Chorus Russo | | | | | |
| **Scene 1**  **Stage Directions**  Gregory  Sampson  Abraham  Balthasar  Benvolio  Tybalt  First Citizen  Capulet  Lady Capulet  Montague  Lady Montague  Prince  Romeo |  | **Scene 2**  **Stage Directions**  Capulet  Paris  Peter  Benvolio  Romeo  **Scene 3**  **Stage Directions**  Lady Capulet  Nurse  Juliet  Peter |  | **Scene 4**  **Stage Directions**  Romeo  Mercutio  Benvolio  **Scene 5**  **Stage Directions**  Peter  Capulet  Capulet’s Cousin  Romeo  Tybalt  Juliet  Nurse  Benvolio |  |
| **REFLECT: Which character did you enjoy playing or would have like to play the most? Why?** | | | | | |

**Notebook Check 10: ACT II** Character and Participation List

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Everyone must play at least 1 part to earn a stamp**. Students who read the stage directions in any scene will get two stamps. Highlight the part that you play and place your name next to it. The teacher will keep a participation log as well. | | | | | |
| **Prologue: Russo** | | | | | |
| **~~Scene 1~~**  **~~Stage Directions~~**  ~~Romeo~~  ~~Benvolio~~  ~~Mercutio~~  **Scene 2**  **Stage Directions**  Romeo  Juliet  Nurse |  | **Scene 3**  **Stage Directions**  Friar Laurence  Romeo  **Scene 4**  **Stage Directions**  Mercutio  Benvolio  Romeo  Nurse  Peter |  | **Scene 5**  **Stage Directions**  Juliet  Nurse  **Scene 6**  **Stage Directions**  Friar Laurence  Romeo  Julie |  |
| **REFLECT: Which character did you enjoy playing or would have like to play the most? Why?** | | | | | |

**Notebook Check 11: ACT III** Character and Participation List

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Everyone must play at least 1 part to earn a stamp**. Students who read the stage directions in any scene will get two stamps. Highlight the part that you play and place your name next to it. The teacher will keep a participation log as well. | | | | | |
| **Scene 1**  **Stage Directions**  Benvolio  Mercutio  Tybalt  Romeo  Citizen of the Watch  Petrucio  Prince  Lady Capulet  Montague  **Scene 2**  **Stage Directions**  Juliet  Nurse |  | **Scene 3**  **Stage Directions**  Friar Laurence  Romeo  Nurse  **Scene 4**  **Stage Directions**  Capulet  Paris  Lady Capulet |  | **Scene 5**  **Stage Directions**  Juliet  Romeo  Nurse  Lady Capulet  Capulet |  |
| **REFLECT: Which character did you enjoy playing or would have like to play the most? Why?** | | | | | |

**Notebook Check 12 ACT IV** Character and Participation List

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Everyone must play at least 1 part to earn a stamp**. Students who read the stage directions in any scene will get two stamps. Highlight the part that you play and place your name next to it. The teacher will keep a participation log as well. | | | | |
| **Scene 1**  Stage Directions  Friar  Juliet  Paris  **~~Scene 2~~**  Stage Directions  Capulet  Servingmen  Juliet  Nurse  Lady Capulet |  | **Scene 3**  Stage Directions  Juliet  Lady Capulet |  | **~~Scene 4~~**  ~~Stage Directions~~  ~~Lady Capulet~~  ~~Nurse~~  ~~Capulet~~  ~~First Servant~~  ~~Second Servant~~  **~~Scene 5~~**  ~~Stage Directions~~  ~~Nurse~~  ~~Lady Capulet~~  ~~Capulet~~  ~~Paris~~  ~~Friar~~  ~~First Musician~~  ~~Second Musician~~  ~~Third Musician~~ |
| **REFLECT: Which character did you enjoy playing or would have like to play the most? Why?** | | | | |

**Notebook Check 13 ACT V** Character and Participation List

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Everyone must play at least 1 part to earn a stamp**. Students who read the stage directions in any scene will get two stamps. Highlight the part that you play and place your name next to it. The teacher will keep a participation log as well. | | | | | |
| **~~Scene 1~~**  ~~Stage Directions~~  ~~Romeo~~  ~~Balthasar~~  ~~Apothecary~~  **Scene 2**  Stage Directions  Friar John  Friar Lawrence |  | **Scene 3**  Stage Directions  Romeo  Balthasar  Servant  Paris  Friar  Juliet |  | Chief Watchman  Second Watchman  Third Watchman  Prince  Capulet  Lady Capulet  Montague |  |
| **REFLECT: Which character did you enjoy playing or would have like to play the most? Why?** | | | | | |

**Notebook Check 14**

*Romeo and Juliet* CULMINATING WRITING TASK

Choose one of the following prompts to focus your reading of the play

Prompt 1:

**How do patterns or contrasts in language reveal a central idea of *Romeo and Juliet*?**

Write a literary analysis that supports your claims in answer to the question and demonstrates an understanding of the play. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of strong and thorough textual evidence to support the analysis, including direct quotations and parenthetical citations.

1. What kind of prompt is this?
2. *What is the central idea of the play?*
3. What motif do you think you might like to write about?

* Light vs. dark
* High vs. low
* Dream vs. sleep
* Love vs. hate
* Youth vs. age
* Time
* Stars
* Fate
* Poison
* Religious imagery
* Haste
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are some examples of patterns or contrasts in language?

Prompt 2

**How does Shakespeare reveal a character’s traits through his/her actions and motivations? How do/does this character’s trait(s) impact his/her decisions and/or relationships?**

Write a literary analysis that supports your claims in answer to the question and demonstrates an understanding of the play. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of strong and thorough textual evidence to support the analysis, including direct quotations and parenthetical citations.

1. What kind of prompt is this?
2. What character do you think you might like to write about?

* Romeo
* Juliet
* Benvolio
* Tybalt
* Nurse
* Lord Capulet
* Paris
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are some examples of this character’s traits that affect decisions and/or relationships?
2. How did the author reveal character traits through actions and motivations? What key quotations reveal character?