

The background of the page is a repeating pattern of three types of icons: a broken heart, a dagger, and a pair of hands holding a dagger. The broken hearts are shown in two styles: one as a solid black silhouette and another as a white outline. The daggers are also shown in two styles: a solid black silhouette and a white outline. The hands holding a dagger are shown as a white outline. The central text box is surrounded by these icons.

Shakespeare's Romeo & Juliet

This journal belongs to:

.....

Copyright © 2019 by Amplify Education, Inc.
55 Washington Street, Suite 800, Brooklyn, NY 11201
www.amplify.com

All rights reserved. No part of this publication may be reproduced or distributed in any form, or by any means, or stored in a database or retrieval system, without the prior written consent of Amplify Education, Inc., except for the classroom use of the worksheets included for students in some lessons.

ISBN: 978-1-64383-142-8

Printed in the United States of America
02 LSCOW 2020



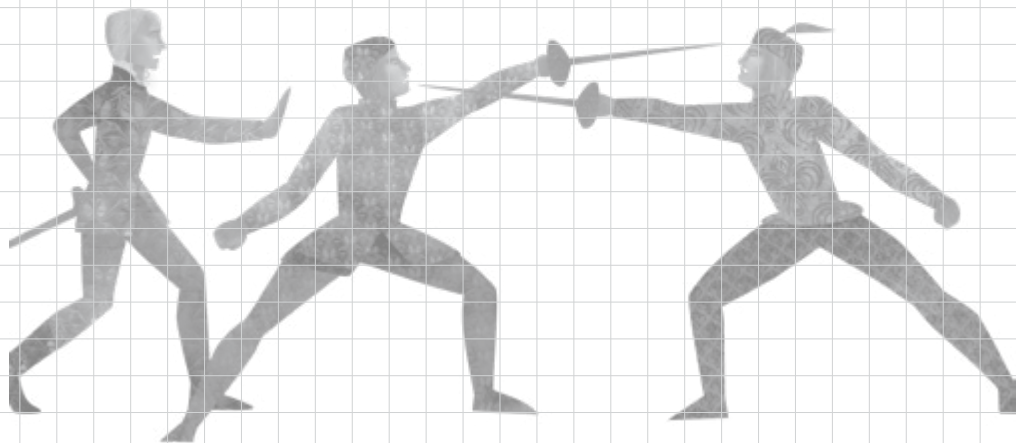
Sub-Unit 1 • pages 6–33



Sub-Unit 2 • pages 34–57











Sub-Unit 1

Romeo and Juliet

Record the synonyms you chose for the “Fill-in-the-Bard” activity here:

When civil blood makes civil hands unclean.

From forth the loins of these two

A pair of lovers take their life;

Whose misadventur'd piteous

Doth with their death their parents

Use the lines and actions listed on pages 394 and 395 of your Student Edition. Write each action next to the line where you think it happens.

- Use each action only once.
- Some lines may not have an action.

ROMEO [To Juliet]

1.
2.
3.
4.

JULIET

5.
6.
7.
8.

ROMEO

9.

JULIET

10.

ROMEO

11.

12.

JULIET

13.

ROMEO

14.

Use lines 90–93 on page 359 of your Student Edition to answer these questions.

1. What action is Romeo talking about when he says he might have “profane[d]...this holy shrine” (90–91)?

.....

.....

.....

.....

.....

.....

.....

.....

2. If Romeo’s lips are “pilgrims,” what is the sacred place they are visiting?

.....

.....

.....

.....

.....

.....

.....

.....

3. Why does Romeo call his sin “gentle”?

.....

.....

.....

.....

.....

.....

.....

Use lines 94–98 on page 359 of your Student Edition to answer these questions.

4. Juliet calls Romeo a “pilgrim,” which is the same thing as a palmer. In line 97, how does she describe a palmer’s kiss?

.....

.....

.....

.....

.....

.....

.....

5. Juliet is saying something true about palmers, but what is she really telling Romeo?

.....

.....

.....

.....

.....

.....

.....

.....

6. Romeo points out that palmers have lips; what is he really telling Juliet?

.....

.....

.....

.....

.....

.....

.....

.....

7. Romeo points out that palmers have lips; what is he really telling Juliet?

.....

.....

.....

.....

.....

.....

.....

.....

Record the synonyms you chose for the “Fill-in-the-Bard” activity here:

Romeo

O then dear saint, lips do what hands do,
Then pray thou, lest faith turn to despair.

Juliet

Saints do not, though grant for prayer’s sake.

Romeo

Then move not while my prayer’s I take.

Using the qualities you highlighted, come up with a metaphor of your own that Romeo might use to describe Juliet.

.....

.....

.....

1. Tybalt calls Romeo a “villain” (31) because

.....
.....
.....
.....

2. I know this because the text also says

.....
.....
.....

3. Do you think the actor’s performance is faithful to or departs from the text? Explain your answer.

.....
.....
.....
.....

4. When your group performed this part of the scene, how did you communicate important ideas and emotions?

.....
.....
.....
.....

5. Mercutio says “vile submission” (43) because

.....

.....

.....

.....

6. I know this because the text also says

.....

.....

.....

.....

7. Do you think the actor’s performance is faithful to or departs from the text? Explain your answer.

.....

.....

.....

.....

8. When your group performed this part of the scene, how did you communicate important ideas and emotions?

.....

.....

.....

.....

9. Romeo asked for Benvolio's help to "beat down their weapons" (51) because

.....

.....

.....

.....

10. I know this because the text also says

.....

.....

.....

.....

11. Do you think the actor's performance is faithful to or departs from the text? Explain your answer.

.....

.....

.....

.....

12. When your group performed this part of the scene, how did you communicate important ideas and emotions?

.....

.....

.....

.....

1. Write two or three specific ways in which Romeo's language changes in the two sets of lines you highlighted.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. What have the events of the fight revealed about Romeo?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

According to Romeo, why is Juliet being kept in the dark?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Translate the lines you highlighted from Romeo's speech into your own words.

Lines 102–109:

.....

.....

.....

Lines 109–113:

.....

.....

.....

1. What does Romeo say he is doing with his final kiss?

.....

.....

.....

2. What is Romeo referring to with the words “bitter conduct,” “unsavoury guide,” and “desperate pilot”?

.....

.....

.....

3. What is the “sea-sick weary bark” that will be “run on the dashing rocks”?

.....

.....

.....

4. How does Romeo work up the courage to die?

.....

.....

.....

1. Why does Juliet call Romeo a “churl”? Copy the words in the passage that explain why Juliet calls Romeo a “churl,” and then write her reason in your own words.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Is Juliet really angry with Romeo? Make a claim about her tone, or attitude, toward Romeo in this moment. Explain your response analysis by quoting the phrase in the text that supports your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Put the Prince's first five lines into your own words.

"Where be these enemies? Capulet! Montague!" (300)

.....

.....

.....

"See what a scourge is laid upon your hate," (301)

.....

.....

.....

"That heaven finds means to kill your joys with love." (302)

.....

.....

.....

"And I for winking at your discords too" (303)

.....

.....

.....

"Have lost a brace of kinsmen. All are punish'd." (304)

.....

.....

.....





Sub-Unit 2

Write an Essay

Essay Prompt

Did the power of love contribute more to Romeo's death or were the forces of hatred more of an influence on Romeo's death, or both?

Essay Text

- *The Prologue (1–14)*
- *Act 1, Scene 5 (90–103)*
- *Act 2, Scene 2 (2–61)*
- *Act 3, Scene 1 (30–97)*
- *Act 5, Scene 3 (102–122); (169–175); (177–179); (300–320)*

Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Gathering Evidence

A series of horizontal dotted lines for writing.

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.

Revise Body Paragraphs

Partner Work:

1. Reread your essay with your partner, asking him or her to pay attention to the evidence you use and describe to support your claim.
2. Have your partner underline and annotate two places to revise in your body paragraphs:
 - One place where your evidence is strong and well-explained.
 - One place where you could add more evidence or describe your evidence more completely.
3. Once your partner explains his or her suggestions, review the moments from the text that connect to the parts of your essay you want to revise.
4. Highlight any additional details in the text that provide evidence for your claim.

Individual Work:

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A series of horizontal dotted lines for writing an essay.

Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

-
.....
.....
.....
.....
.....

-
.....
.....
.....
.....
.....

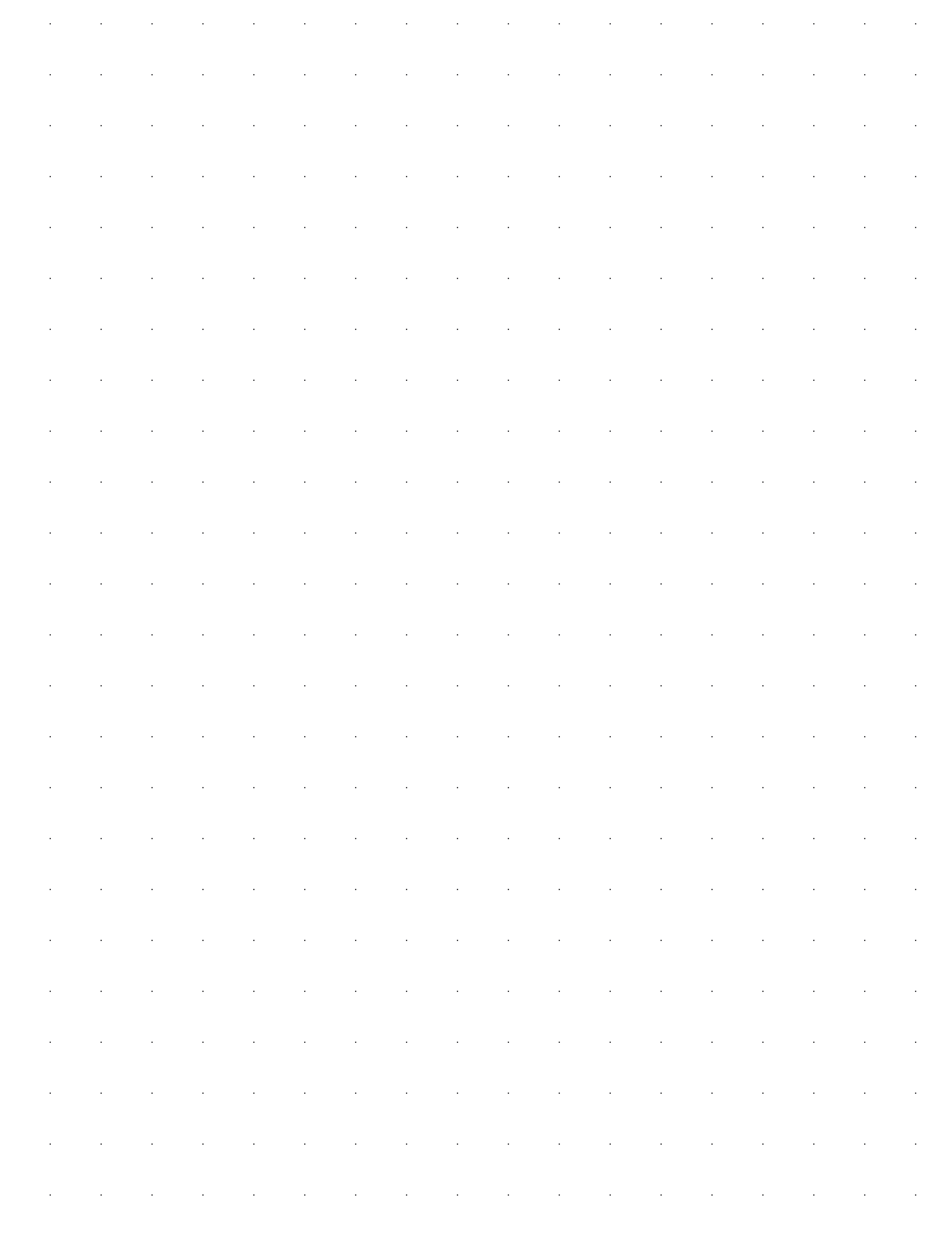
-
.....
.....
.....
.....
.....

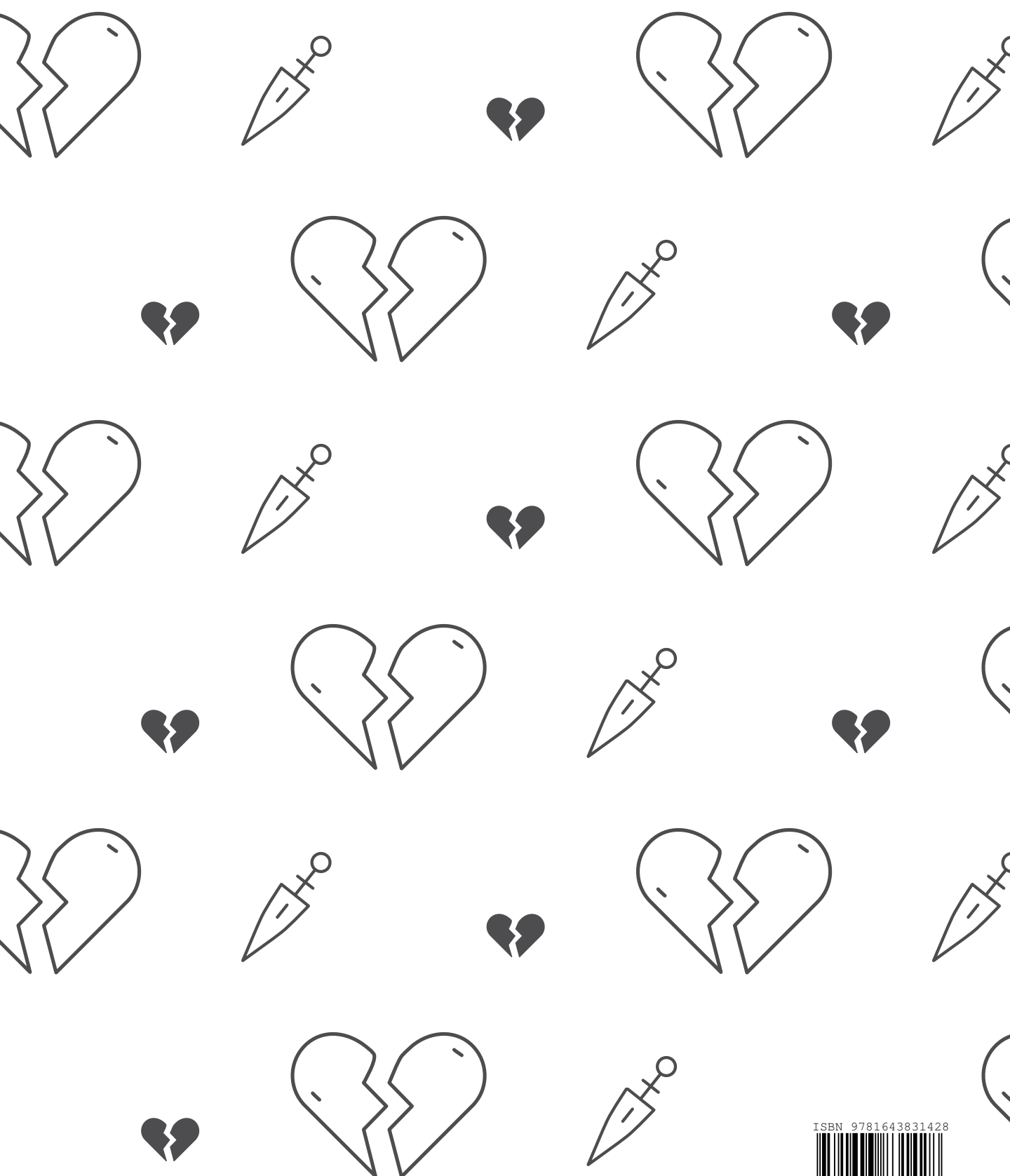
2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final draft of your essay.

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.







Amplify.

Published and Distributed by Amplify.
www.amplify.com

ISBN 9781643831428



9 781643 831428