

Directions: As you read each scene in *Romeo and Juliet*, you will complete four entries in the Double Entry Journal. Each entry must have a quotation written in the left column (it should be more than one line) and your response in the right column. Your response MUST include the following:

First, identify the speaker.

Second, explain the context or situation taking place (where, when, on time of day, or what is going on, etc.).

Third, explain what the quotation means and how it is significant to the plot (position, rising action, etc.) of the play.

Fourth, note any literary devices (similes, metaphors, symbolism, hyperbole, personification, allusion, etc.).

In my example, you will note weak and strong responses. Make sure to utilize your Best English practices, spelling, and vocabulary, and analyze the quotations deeply (not just restating what you think it says). Remember to comment on the significance of the quote in relation to other literary elements or events in the play.

QUOTATION	RESPONSE
Sample: From the Prologue From forth the fatal loins of these two foes A pair of star-crossed lovers take their life; Whose misadventured piteous overthrows Do with their death bury their parents' strife. (1-5)	Speaker: Chorus Situation: (would) Romeo and Juliet die. Situation: (strong) Though the prologue has no definitive time and place, the reader knows that in Shakespeare's day the audience would not have any knowledge as to what the play was about. The prologue serves as a modern day movie trailer. In it, we learn that as a result of the parents' being enemies, the two lovers MUST commit suicide to be with one another even in death. Their deaths will end the feud between the families. Significance: (would) Killing yourself is bad and selfish and people will be upset. Significance: (strong) Romeo and Juliet probably had no choice but to take their lives. Committing suicide is a bold statement and by doing so, the lovers forced the families to reflect on how silly and useless it is to hold a grudge. Literary Devices: (would) There's a comparison with a pair of star-crossed lovers. Literary Devices: (strong) Shakespeare uses symbolism when he states how "A pair of star-crossed lovers take their life." "Star-crossed" shows how Romeo and Juliet's love was doomed from the start (even before birth, the two characters' paths crossed each other, and were meant to be intertwined). This refers to fate, and that no one has control over circumstances, since Romeo and Juliet's affair ended tragically.

Romeo And Juliet Dialectical Journal Act

SJ Ball



Romeo And Juliet Dialectical Journal Act :

Teaching Romeo and Juliet Delia DeCourcy, Lyn Fairchild, Robin Follet, 2007 By using the concept of differentiated instruction the authors provide a practical easy to use guide for teaching the play that addresses a wide range of student readiness levels interests and learning styles *Novice Teachers Embracing Wobble in Standardized Schools* Bob Fecho, Dawan Coombs, Trevor Thomas Stewart, Todd S. Hawley, 2020-09-30 A critical resource for pre service and practicing teachers this book addresses what happens when new teachers try to enact inquiry based and dialogical pedagogy within standardized schools Exploring the narratives from beginning ELA and humanities teachers when they encounter challenges and obstructions this book explores moments of wobble key events that called attention to practice in the context of inflexible schooling systems that the teachers shared with their peers via an oral inquiry process OIP to help them unpack and understand their experiences This book advocates for the continued use and enhancement of mentoring and induction initiatives particularly those that recognize the expressed concerns of novice teachers no matter what their pedagogical stance might be By sharing novice teachers wobble stories and their outcomes this book provides a pathway for teachers continued self reflection and growth for the duration of their careers The authors offer a reflective adaptable and easy to use process that places teachers in control of their own professional learning The beliefs and structures examined in this text support the intentions of all teachers who work from a learning centered perspective and wish to take some ownership of their professional development **Revisiting the Concept of Defence in the Jus ad Bellum** Johanna Friman, 2017-04-06 The purpose of the jus ad bellum is to draw a line in the sand thus far but no further In the light of modern warfare a state should today have an explicitly recognised and undisputed right of delimited unilateral defence not only in response to an occurring armed attack but also in interception of an inevitable or imminent armed attack This book however makes it evident that unilateral interception is not incontestably compatible with the modern right of self defence in Article 51 of the UN Charter Then again unilateral defence need not forever be confined to self defence only wherefore the book proposes that the concept of defence may best be modernised by a clear legal division into responsive and interceptive defence Since both threat and use of force are explicitly prohibited in Article 2 4 of the UN Charter this book further recommends that both responsive and interceptive defence should be explicitly excepted from this prohibition in Article 51 of the UN Charter The modern jus ad bellum should thus legally recognise a dual face of defence responsive self defence if an armed attack occurs and interceptive necessity defence if a grave and urgent threat of an armed attack occurs For without a clarifying and modernising revision the concept of defence will become irreparably blurred until it is completely dissolved into the ever shifting sands of war Shakespeare and the Classical Tradition Lewis Walker, 2019-05-24 This bibliography will give comprehensive coverage to published commentary in English on Shakespeare and the Classical Tradition during the period from 1961 1985 Doctoral dissertations will also be included Each entry will provide a clear and detailed summary of an item s

contents For pomes and plays based directly on classical sources like Antony and Cleopatra and The Rape of Lucrece virtually all significant scholarly work during the period covered will be annotated For other works such as Hamlet any scholarship that deals with classical connotations will be annotated Any other bibliographies used in the compiling of this volume will be described with emphasis on their value to a student of Shakespeare and the Classics **The Annotated Huckleberry Finn** Mark Twain,1981 Mark Twain s classic novel about the experiences of a boy who runs away from home with a fugitive slave is supplemented by extensive literary and historical commentary **Shakespeare Survey** Stanley Wells,Jonathan Bate,Michael Dobson,2002-11-28 The first fifty volumes of this yearbook of Shakespeare studies are being reissued in paperback **Handbook of Phenomenological Aesthetics** Hans Rainer Sepp,Lester Embree,2010-03-11 Historically phenomenology began in Edmund Husserl s theory of mathematics and logic went on to focus for him on transcendental rst philosophy and for others on metaphysics philosophical anthropology and theory of interpretation The c
tinuing focus has thus been on knowledge and being But if one began without those interests and with an understanding of the phenomenological style of approach one might well see that art and aesthetics make up the most natural eld to be approached phenomenologically Contributions to this eld have continually been made in the phenomenological tradition from very early on but so to speak along the side The situation has been similar with phenomenological ethics A great deal of thought about art and aesthetics has nevertheless accumulated during a century and a handbook like the present one is long overdue The project of this handbook began in conversations over dinner in Sepp s apa ment in Baden Baden at one evening of the hot European summer in the year 2003 As things worked out he knew more about whom to ask and how much space to allocate to each entry and Embree knew more about how to conduct the inviting preliminary editing and prodding of contributors who were late returning their criticized drafts and copyedited entries and was able to invest the time and other resources from his endowed chair That process took longer than anticipated and there were additional unfortunate delays due to factors beyond the editors s control **Shakespeare Survey** Allardyce Nicoll,1995 An annual survey of Shakespearian study and production Arts & Humanities Citation Index ,1980 A multidisciplinary index covering the journal literature of the arts and humanities It fully covers 1 144 of the world s leading arts and humanities journals and it indexes individually selected relevant items from over 6 800 major science and social science journals Romeo and Juliet: A Classic Journal William Shakespeare,2018-02-08 This captivating Romeo and Julietjournal is perfect for making notes and planning adventures Delicately lined pages provide plenty of space for writing and gorgeous illustrations of iconic characters and scenes are sure to inspire your creativity With handpicked quotations from the play throughout this journal is ideal for Shakespeare fans

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