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Romeo and Juliet Act 1, Scene 3 Dialectical Journal

Passage from the Text (Please include the page number)	My Thoughts
In this box, please include the full quote, along with the citation included with the quote. You can find the full text of Romeo and Juliet here: Romeo and Juliet Act 1, Scene 3	In this box, you are going to respond to the passage on the opposite side of the page. Make sure your responses are THOUGHTFUL and DETAILED. Suggested responses: A. Personal Reaction – Write a personal reaction or analysis about what is happening in the story. <u>This is not a summary of the section</u>, but rather: - your reactions to the plot - characters and/or their actions - conflicts occurring in the story - the way the writer wrote a particular section, etc. B. Connections – Connect this passage to either an outside text or another part in the same story. Types of connections include: - Text to Another Text – You connect this passage to another text (book, movie, play, song, etc.). Analyze how they are similar. Rather than comparing the texts as a whole, you can compare parts of a story (characters, plot, etc.) to other parts of a different story. - Text to World – Connect this passage to something occurring in the outside world. - Text to Self – Connect this passage to your own personal experience.
Model: At this some ancient feast of Capulet's Supps the fair Rosaline whom thou so loves. With all the admired beauties of Verona. Go thither, and with unattainted eye Compare her face with some that I shall show. And I will make thee think thy swan a crow." (1.2.89-94)	Connection: Personal Reaction While the idea that Benvolio presents to Romeo about a way to overcome his rejection is important to the plot, what particularly strikes me about this passage is the language. To anyone examining this, what stands out the most is the rhyming couplet at the end of the passage. Not only is it pleasing to the ear but it also serves as a punctuation point on Benvolio's advice to seek out another romantic interest. Additionally, the metaphor relating to swans and crows further emphasizes Benvolio's insistence that Romeo get over Rosaline. While the white and black imagery, and its association with goodness, does not sit well with my modern sensibilities, I can appreciate Shakespeare's transformation from a traditionally beautiful bird to one that is traditionally maligned much like someone's feelings may change as they overcome a heartbreak.

Passage 1: LADY CAPULET <i>This is the matter.—Nurse, give leave awhile. We must talk in secret.—Nurse, come back again. I have remembered me, thou'rt hear our counsel. Thou knowest my daughter's of a pretty age.</i> NURSE <i>Faith, I can tell her age unto an hour. (1.3.8-12)</i>	I think what is interesting about this passage is when the nurse says "Faith, I can tell her age unto an hour." This is probably the reason why Lady Capulet wanted her to come back. She knows Juliet well to the hour she was born. She wants the nurse to help her be a mother that was why she wanted her to come back.
Passage 2: Lady Capulet <i>This precious book of love, this unbound lover, To beautify him, only lacks a cover. The fish lives in the sea, and 'tis much pride For fair without the fair within to hide: That book in many's eyes doth show the glory: That in gold clasps locks in the golden story; So shall you share all that he doth possess, By having him, making yourself no less. (1.3.97-104)</i>	She is trying to convince Juliet to marry Paris for his nobel status. When I read this I understood why they wanted her to marry Paris because he seems like a good man and he has high status which will help them in the feud against the montagues. But he's also DOUBLE Juliet's age which could be problematic if not for the time period. Lady capulet compared to Sir capulet is trying to get her to marry quickly while he wants the best for her and, not to force marriage on her.

Romeo And Juliet Act 1 Dialectical Journals

**Delia DeCourcy, Lyn Fairchild, Robin
Follet**



Romeo And Juliet Act 1 Dialectical Journals:

Romeo and Juliet William Shakespeare, SparkNotes, 2018-05-30 Read Shakespeare's plays in all their brilliance and understand what every word means Don't be intimidated by Shakespeare These popular guides make the Bard's plays accessible and enjoyable Each No Fear Shakespeare guide contains The complete text of the original play A line by line translation that puts the words into everyday language A complete list of characters with descriptions Plenty of helpful commentary 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 **Romeo and Juliet SparkNotes Literature Guide** SparkNotes, 2014-04-09 Romeo and Juliet SparkNotes Literature Guide by William Shakespeare Making the reading experience fun When a paper is due and dreaded exams loom here's the lit crit help students need to succeed SparkNotes Literature Guides make studying smarter better and faster They provide chapter by chapter analysis explanations of key themes motifs and symbols a review quiz and essay topics Lively and accessible SparkNotes is perfect for late night studying and paper writing Includes An A Essay an actual literary essay written about the Spark-ed book to show students how a paper should be written 16 pages devoted to writing a literary essay including a glossary of literary terms Step by step tutoring on how to write a literary essay A feature on how not to plagiarize **Teaching English as a Second Language with Shakespeare** Fabio Ciambella, 2024-06-30 Teaching pragmatics that is language in use is one of the most difficult and consequently neglected tasks in many English as a Second Language classrooms This Element aims to address a gap in the scholarly debate about Shakespeare and pedagogy combining pragmatic considerations about how to approach Shakespeare's language today in ESL classes and practical applications in the shape of ready made lesson plans for both university and secondary school students Its originality consists in both its structure and the methodology adopted Three main sections cover different aspects of pragmatics performative speech acts discourse markers and im politeness strategies Each section is introduced by an overview of the topic and state of the art then details are provided about how to approach Shakespeare's plays through a given pragmatic method Finally an example of an interactive ready made lesson plan is provided Beatrice Bunson's Guide to Romeo and Juliet Paula Marantz Cohen, 2016-03-02 Cohen has made an essential classic cool Beth Kephart Juliet Capulet would find a worthy BFF in Beatrice Bunson Cordelia Frances Biddle High school begins and to Beatrice Bunson nothing is the same not even her best friend Nan The new Nan doesn't hang out with Bea after school instead she's running for Student Council and going to parties and avoiding Bea at lunchtime The boys who were gross in middle school have become surprisingly polite while the cool kids are still a mystery Bea's older sister meanwhile acts like she's living in a soap opera On the bright side there's English class with Mr Martin where Beatrice discovers that Shakespeare has something to say about almost everything and that nothing in life is as dramatic as Romeo and Juliet But when Nan gets in over her

head in her new social life it's up to Beatrice to restore her reputation and she may need to make a few new friends to pull it off. One of them, the slightly brainy guy that Beatrice meets at her grandmother's retirement home, is definitely kind of cute and probably dateable. Fortunately, nothing is the same in high school. As Beatrice and her classmates tackle *Romeo and Juliet*, they unveil the subtleties of the play as well as broader lessons of love, family, honor, and misunderstandings. Guided by Mr. Martin, these ninth graders help us to understand Shakespeare as Shakespeare helps them begin to understand themselves.

Beatrice Bunson's *Guide to Romeo and Juliet* whisked me straight back to my own high school days when I read *Juliet* beside a *Romeo* I'd long blushing admired. Shakespeare was talking to me. I was sure, but I wasn't always precisely sure what he was saying. A confusion I would have never experienced had I had this smart, tender story within a story at hand. Explicating the secret codes of heady teen romance with as much sagacity as she deciphers Shakespearean sonnets and wit, Cohen has made an essential classic cool.

Beth Kephart, author of *Going Over One Thing Stolen* and *This Is the Story of You*, Paula Marantz Cohen hits all the right notes in her charming, wise, and heart-stirring tale of teen angst, young love, betrayal, and loyalty. Beatrice Bea Bunson makes a spunky heroine, a member of the smart set who's too self-deprecating to recognize her worth as she navigates high school cliques, family dramas, and not-so-secret crushes. Reading *Romeo and Juliet* for an English class, Bea ponders the weighty issues of honor and courage and then finds those forces impacting her life. I couldn't help but picture Juliet time-traveling to a 21st-century teen environment and then went one step further and imagined Shakespeare's young heroine coping with tense school lunches and clandestine beer parties. Juliet Capulet would find a worthy BFF in Beatrice Bunson.

Cordelia Frances Biddle, author of the Martha Beale mystery series, says, "This is a charming book. The story of *Romeo and Juliet* intertwines with the more comic vicissitudes of Beatrice Bunson's first year in high school." Paula Marantz Cohen clearly knows both Shakespeare and ninth graders. Warning to teachers of high school Shakespeare classes: be prepared to revise your lesson plan.

Gillian Murray Kendall, professor of English Language and Literature and Shakespeare scholar at Smith College, says, "What's the best way to deal with high school drama? Apply the problem-solving strategies of Shakespeare." Cohen offers up lessons of theory and language while engaging her readers with enjoyable characters who find themselves entangled in Shakespearean plots that must be unwound with compassion and insight. Her discussions of plot, language, and thematic elements will serve young scholars better than SparkNotes.

Ideal for those who are charmed by the romance of Shakespeare. And who isn't? Kirkus Reviews.

Paula Marantz Cohen's novels include *Suzanne Davis Gets a Life* (Paul Dry Books, 2014), *Jane Austen in Scarsdale*, or *Love, Death, and the SATs*, and *What Alice Knew*. She teaches English at Drexel University.

[Teaching Literature to Adolescents](#) Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2016-03-10. This popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms. It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts and the need to organize literature instruction around topics and issues of interest to them.

Throughout the textbook readers are encouraged to raise and explore inquiry based questions in response to authentic dilemmas and issues they face in the critical literature classroom New in this edition the text shows how these approaches to fostering responses to literature also work as rich tools to address the Common Core English Language Arts Standards Each chapter is organized around specific questions that English educators often hear in working with pre service teachers Suggested pedagogical methods are modelled by inviting readers to interact with the book through critical inquiry methods for responding to texts Readers are engaged in considering authentic dilemmas and issues facing literature teachers through inquiry based responses to authentic case narratives A Companion Website <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms

The BS Dictionary Bob Wiltfong, Tim Ito, 2020-04-28 Speak for Yourself Do you yearn for a book to disambiguate words and phrases commonly used in business settings your workplace and in life in general Do you wish the kimono would open on idioms and clichés that stretch the bandwidth of understanding and make you wonder if your career is scalable What are you really saying when you go against the grain and are aboveboard What do you hear when your colleague wants face time or to move the needle *The BS Dictionary* Uncovering the Origins and True Meanings of Business Speak provides the real world definitions to about 300 of the world's most commonly used business terms and gives you the origin story who coined the term when did it start to be used figuratively in the business world for each one Get the language clarity you need and have fun learning the full etymology of favorite phrases Read humorous commentary about how phrases might be misused or misunderstood If you are interested in language business speak writing and trivia knowledge this book is for you Get *The BS Dictionary* and impress your friends with your newfound wealth of phrases and their history

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 *Shakesplish*

Paula Blank,2018-11-20 For all that we love and admire Shakespeare he is not that easy to grasp He may have written in Elizabethan English but when we read him we can't help but understand his words metaphors and syntax in relation to our own Until now explaining the powers and pleasures of the Bard's language has always meant returning it to its original linguistic and rhetorical contexts Countless excellent studies situate his unusual gift for words in relation to the resources of the English of his day They may mention the presumptions of modern readers but their goal is to correct and invalidate any false impressions Shakesplish is the first book devoted to our experience as modern readers of Early Modern English Drawing on translation theory and linguistics Paula Blank argues that for us Shakespeare's language is a hybrid English composed of errors in comprehension and that such errors enable rather than hinder some of the pleasures we take in his language Investigating how and why it strikes us by turns as beautiful funny sexy or smart she shows how far from being the fossilized remains of an older idiom Shakespeare's English is also our own

Curriculum and Teaching Dialogue Chara Haeussler Bohan,John L. Pecore,Franklin S. Allaire,2019-09-01 Curriculum and Teaching Dialogue is a peer reviewed journal sponsored by the American Association for Teaching and Curriculum The purpose of the journal is to promote the scholarly study of teaching and curriculum The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings The journal is published annually in two volumes and includes traditional research papers conceptual essays as well as research outtakes and book reviews Publication in CTD is always free to authors Information about the journal is located on the AATC website <http://aatc.org> and can be found on the Journal tab at <http://aatc.org/about/journal>

No Fear Shakespeare: A Companion William Shakespeare,SparkNotes,2018-05-30 Let's face it Hearing people talk about Shakespeare can be pretty annoying Particularly if you feel like you don't understand him When people talk about which of Shakespeares plays they like best or what they thought of so and so's performance they often treat Shakespeare like membership in some exclusive club If you don't get him if you don't go to see his plays you're not truly educated or literate You might be tempted to ask whether the millions of people who say they love Shakespeare actually know what they're talking about or are they just sheep No Fear Shakespeare A Companion gives you the straight scoop on everything you really need to know about Shakespeare including What's so great about Shakespeare How did Shakespeare get so smart Five mysteries of Shakespeares life and why they matter Did someone else write Shakespeares plays Where did Shakespeare get his ideas Shakespeares world Shakespeares theater Shakespeares language The five greatest Shakespeare Characters

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 poems 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 A/AS Level English Literature A for AQA Student Book Russell Carey, Anne Fairhall, Tom Rank, 2015-11-12 Created specifically for the AQA A AS level English literature A specification for first teaching from 2015 this print student book is suitable for all abilities providing stretch opportunities for the more able and additional scaffolding for those who need it Helping bridge the gap between GCSE and A level the unique three part structure focuses on texts within a particular time period and supports students in interpreting texts and reflecting on how writers make meaning **Othello** William

Shakespeare, SparkNotes, 2021-08-03 Shakespeare everyone can understand now in new DELUXE editions Why fear Shakespeare By placing the words of the original play next to line by line translations in plain English these popular guides make Shakespeare accessible to everyone They introduce Shakespeare s world significant plot points and the key players And now they feature expanded literature guide sections that help students study smarter along with links to bonus content on the Sparknotes com website A Q A guided analysis of significant literary devices and review of the play give students all the tools necessary for understanding discussing and writing about Othello The expanded content includes Five Key Questions Five frequently asked questions about major moments and characters in the play What Does the Ending Mean Is the ending sad celebratory ironic or ambivalent Plot Analysis What is the play about How is the story told and what are the main themes Why do the characters behave as they do Study Questions Questions that guide students as they study for a test or write a paper Quotes by Theme Quotes organized by Shakespeare s main themes such as love death tyranny honor and fate Quotes by Character Quotes organized by the play s main characters along with interpretations of their meaning

Hamlet William Shakespeare, SparkNotes, 2021-08-03 Shakespeare everyone can understand now in this new EXPANDED edition of HAMLET Why fear Shakespeare By placing the words of the original play next to line by line translations in plain English this popular guide makes Shakespeare accessible to everyone And now it features expanded literature guide sections that help students study smarter The expanded sections include Five Key Questions Five frequently asked questions about major moments and characters in the play What Does the Ending Mean Is the ending sad celebratory ironic or ambivalent Plot Analysis What is the play about How is the story told and what are the main themes Why do the characters behave as they do Study Questions Questions that guide students as they study for a test or write a paper Quotes by Theme Quotes organized by Shakespeare s main themes such as love death tyranny honor and fate Quotes by Character Quotes organized by the play s main characters along with interpretations of their meaning Letting Go of Literary Whiteness Carlin Borsheim-Black, Sophia Tatiana Sarigianides, 2019 Rooted in examples from their own and others classrooms the authors offer discipline specific practices for implementing antiracist literature instruction in White dominant schools Each chapter explores a key dimension of antiracist literature teaching and learning including designing literature based units that

emphasize racial literacy selecting literature that highlights voices of color analyzing Whiteness in canonical literature examining texts through a critical race lens managing challenges of race talk and designing formative assessments for racial literacy and identity growth Sophia and Carlin s book is startling in how openly and honestly it takes up the problem of how to teach about racism using literature in White schools As I read I kept marveling at how courageous and direct and clear their writing is From the Foreword by Timothy J Lensmire University of Minnesota Letting Go of Literary Whiteness unpacks the necessary responsibility of exploring race for all teachers Borsheim Black and Sarigianides center this work in English classrooms exploring the kinds of literature discussions and difficult instructional decisions that teachers make every day This book emphasizes that racial justice is a shared responsibility for teachers today and through myriad practical examples offers guidance for centering equity in schools Antero Garcia Stanford Graduate School of Education **Teaching**

Shakespeare in Primary Schools Stefan Kucharczyk, Maureen Kucharczyk, 2021-09-27 Teaching Shakespeare in Primary Schools offers guidance and practical ideas for teaching Shakespeare s plays across Key Stage 1 and 2 It demonstrates how the plays can engage young readers in exciting immersive and fun literacy lessons and illustrates how the powerful themes iconic characters and rich language remain relevant today Part 1 explores the place of classic texts in modern classrooms how teachers can invite children to make meaning from Shakespeare s words and considers key issues such as gender and race and embraces modern technology and digital storytelling Part 2 presents Shakespeare s plays The Tempest A Midsummer Night s Dream Romeo and Juliet Julius Caesar Macbeth and The Winter s Tale For each play there is a suggested sequence of activities that will guide teachers through the process of inspiring children incubating ideas and making connections all before responding to it through drama writing and other subjects You don t need to be an actor a scholar or even an extrovert to get the best out of Shakespeare Written by experienced teachers this book is an essential resource for teachers of all levels of experience who want to teach creative engaging and memorable lessons **Third part of King Henry VI. King Richard III. King Henry VIII. Romeo and Juliet. Othello. King Lear. Macbeth. Timon of Athens. Hamlet. Troilus and Cressida. Cymbeline. Coriolanus. Julius Cæsar. Antony and Cleopatra. Titus Andronicus. Pericles. Venus and Adonis. The rape of Lucrece. Sonnets. A lover's complaint. The passionate pilgrim. Sonnets to sundry notes of music. Song. Verses among the additional poems to Chester's Love's martyr, 1601** William

Shakespeare, 1875 **New York Magazine** , 1970-06-29 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the country With award winning writing and photography covering everything from politics and food to theater and fashion the magazine s consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea *The Shatzkin Files* Mike Shatzkin,

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web jul 1 1998 anna could think of nothing but her heart responded instantly to each word to each change of expression of her sister in law one thing i would say began anna i am his sister i know his character that faculty of forgetting everything everything she waved her hand before her forehead that faculty for being completely carried away but for

anna karenina 2012 film wikipedia - Aug 03 2023

web anna karenina is a 2012 historical romantic drama film directed by joe wright adapted by tom stoppard from leo tolstoy s 1878 novel of the same name the film depicts the tragedy of russian aristocrat and socialite anna karenina wife of senior statesman alexei karenin and her affair with the affluent cavalry officer count vronsky

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web stiva is somewhat remorseful but mostly dazed and uncomprehending stiva s sister anna karenina wife of the st petersburg government official karenin arrives at the oblonskys to mediate eventually anna is able to bring stiva and dolly to a reconciliation

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