

Romeo and Juliet Summary

Romeo and Juliet is set in Verona, Italy, where there is an ongoing feud between the Montague and Capulet families. The play opens with servants from both houses engaged in a street brawl that eventually draws in the family patriarchs and the city officials, including Prince Escalus. The Prince ends the conflict by issuing a decree that prohibits any further fighting at the risk of great punishment.

Meanwhile, Romeo, a young man from the Montague house, laments his unrequited love for a woman named Rosaline, who has vowed to remain chaste for the rest of her life. Romeo and his friend Benvolio happen to stumble across a Capulet servant, Peter, who is trying to read a list of invitees to a masked party at the Capulet house that evening. Romeo helps Peter read the list and decides to attend the party because Rosaline will be there. He plans to wear a mask so that he will nobody will recognize him as a Montague.

Romeo arrives at the Capulets' party in costume. He falls in love with young Juliet Capulet from the moment he sees her. However, Juliet's cousin Tybalt recognizes Romeo and wants to kill him on the spot. Lord Capulet intervenes, insisting that Tybalt not disturb the party because it will anger the Prince. Undeterred, Romeo quietly approaches Juliet and confesses his love for her. After exchanging loving words, they kiss.

Afterwards, Juliet's Nurse tells Romeo that Juliet is a Capulet, which upsets the smitten youngster. Meanwhile, Juliet is similarly distraught when she finds out that Romeo is a Montague. Later that night, Romeo climbs the garden wall into Juliet's garden. Juliet emerges on her balcony and speaks her private thoughts out loud. She wishes Romeo could shed his name and marry her. Upon hearing her confession, Romeo appears and tells Juliet that he loves her. She warns him to be true in his love, and he swears by his own self that he will be. Before they part, they agree that Juliet will send her Nurse to meet Romeo at nine o'clock the next day, at which point he will set a place for them to be married.

The Nurse carries out her duty, and tells Juliet to meet Romeo at the chapel where Friar Laurence lives and works. Juliet meets Romeo there, and the Friar marries them in secret.

Benvolio and Mercutio (another one of Romeo's friends) are waiting on the street later that day when Tybalt arrives. Tybalt demands to know where Romeo is so that he can challenge him to a duel, in order to punish him for sneaking into the party. Mercutio is eloquently vague, but Romeo happens to arrive in the middle of the verbal sparring. Tybalt challenges him, but Romeo passively resists fighting, at which point Mercutio jumps in and draws his sword on Tybalt. Romeo tries to block the two men, but Tybalt cuts Mercutio and runs away, only to return after he hears that Mercutio has died. Angry over his friend's death, Romeo fights with Tybalt and kills him. Then, he decides to flee. When Prince Escalus arrives at the murder scene, he banishes Romeo from Verona forever.

Romeo Juliet Report Suggestions

**University of the State of New York.
Division of Educational Extension**



Romeo Juliet Report Suggestions:

The Complete Concordance to Shakespeare Mary Cowden Clarke, 1886 **Reports** Great Britain. Royal Commission on Historical Manuscripts, 1894 **Report of the Secretary** Michigan. State Board of Agriculture, 1884 **The Handbook of Educational Theories** Beverly Irby, Genevieve H. Brown, Rafael Lara-Alecio, Dr. Shirley A. Jackson, 2013-03-01

Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias no publication exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories There is a need to put such theories into a single easily accessible volume A unique feature of the Handbook is the way in which it conveys the theories The organization of the chapters within each section makes the volume an easy to use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks In addition to the traditional theories presented the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included The Handbook consists of 12 sections Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice The remaining sections address Philosophical Educational Constructs Learning Theory Instructional Theory Curriculum theory Literacy and Language Acquisition Theory Counseling Theory Moral Development Theory Classroom Management Theory Assessment Theory Organizational Theory and Leadership Management Theory Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors Each chapter within the section will include a a description of the theory with goals assumptions and aspects particular to the theory b the original development of and interactions of the theory c validation of the theory d generalizability of the theory across cultures ethnicities and genders e the use and application of the theory f critiques of the theory g any instruments associated with the theory and h two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations Additionally professors of all educational disciplines in the social sciences would be an interested audience There is also potential use of the text as administrators counselors and teachers in schools use theory to guide practice As more inquiry is being promoted among school leaders this book has more meaning for practitioners

Thematic Test Analysis E. S. Shneidman, 2013-12-19 First published in 1988 This book is the result of the attempt to work up a single clinical case in terms of all the published methods for thematic test analysis and of the realization that no one can present a system of interpretation better than the person who designed it thus the several thematic methods each presented by its own author

The primary purpose has always been to furnish the interested reader with a comprehensive manual showing the various methods of thematic test analysis in operation on the same case *University Extension Bulletin* New York (State). Library Extension Division, 1895 **University Extension Bulletin** University of the State of New York, 1895 **American-Soviet Cultural Diplomacy** Cadra Peterson McDaniel, 2014-11-18 *American Soviet Cultural Diplomacy The Bolshoi Ballet s American Premiere* is the first full length examination of a Soviet cultural diplomatic effort Following the signing of an American Soviet cultural exchange agreement in the late 1950s Soviet officials resolved to utilize the Bolshoi Ballet s planned 1959 American tour to awe audiences with Soviet choreographers great accomplishments and Soviet performers superb abilities Relying on extensive research Cadra Peterson McDaniel examines whether the objectives behind Soviet cultural exchange and the specific aims of the Bolshoi Ballet s 1959 American tour provided evidence of a thaw in American Soviet relations Interwoven throughout this study is an examination of the Soviets competing efforts to create ballets encapsulating Communist ideas while simultaneously reinterpreting pre revolutionary ballets so that these works were ideologically acceptable McDaniel investigates the rationale behind the creation of the Bolshoi s repertoire and the Soviet leadership s objectives and interpretation of the tour s success as well as American response to the tour The repertoire included the four ballets *Romeo and Juliet* *Swan Lake* *Giselle* and *The Stone Flower* and two Highlights Programs which included excerpts from various pre and post revolutionary ballets operas and dance suites How the Americans and the Soviets understood the Bolshoi s success provides insight into how each side conceptualized the role of the arts in society and in political transformation *American Soviet Cultural Diplomacy The Bolshoi Ballet s American Premiere* demonstrates the ballet s role in Soviet foreign policy a shift to artful warfare and thus emphasizes the significance of studying cultural exchange as a key aspect of Soviet foreign policy and analyzes the continued importance of the arts in twenty first century Russian politics

Documents of the Senate of the State of New York New York (State). Legislature. Senate, 1895 *Extension Bulletin* University of the State of New York. Division of Educational Extension, 1894 **The Lawyers Reports Annotated**, 1915 **Extension Bulletin**, 1895 *International Law Reports* E. Lauterpacht, 1980 *International Law Reports* is the only publication in the world wholly devoted to the regular and systematic reporting in English of courts and arbitrators as well as judgements of national courts **Annual Report of the Secretary of the State Board of Agriculture ... and ... Annual Report of the Experimental Station ...** Michigan. State Board of Agriculture, 1884 *Annual Report of the Agricultural Experiment Station, Michigan State University* Michigan State University. Agricultural Experiment Station, 1891 *Report of the Secretary of the Navy, with an appendix containing reports from officers, December 1863* United States. Navy Department, 1863 *Lawyers' Reports Annotated*, 1905 **Annual Report of the Secretary of the State Board of Agriculture of the State of Michigan and ... Annual Report of the Agricultural College Experiment Station from ...** Michigan. State Board of Agriculture, 1884 **Annual Report of the Secretary of the State Board of Agriculture of the**

State of Michigan, for the Year ... Michigan. State Board of Agriculture, 1884 *Annual Report of the Agricultural Experiment Station of the State Agricultural College of Michigan for the Year Ending June 30* State Agricultural College (Mich.). Agricultural Experiment Station, 1891

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