

ROMEO AND JULIET

ACT 2 LESSONS

Fully planned lessons in
powerpoint presentations

9 resources for 11 lessons

Detailed text study of all scenes

Recall, retrieval, recap activities

Model analytical writing

Act 2 Scene 1

What is the meaning of Romeo's opening line? What does it demonstrate about him?

What is your impression of Mercutio in this scene? What quotation would you use to justify your judgement?

12 B: "Blind is his love, and best befits the dark." What does Benedick mean? Why does he say this?

Overcall, what reflection on R&J's

Recall – Fill the gaps

"If he be married, / My is like to be my
Juliet A251 The Ball

"The earth that's nature's mother is her / What is it
that is her ?" Friar A252

"Take those same roses to thy eye, / And the card
red will die." Benedick A252

"Young men's love lies / Fair truly in their but in their
A253

"O teach me how I should forget to thou canst not teach
 Romeo A253

"I have forgot that name, and that name's Romeo A253

"Do with their death their parents ?" Chorus – Prologue
pure form." Friar A253

Act 2 Scene 4 – Marriage Arrangements

Benedick & Mercutio wonder where Romeo disappeared to last night. Since he didn't go home, they reckon he spent all night with Rosaline.

They discuss Tybalt's rage and tell us that he has issued a challenge to fight Romeo, because of them crashing the party.

Romeo arrives and they tease him. The Nurse appears and they make rude jokes with her.

Romeo and the Nurse speak alone and arrange for Juliet to meet Romeo at Friar Laurence's chapel for their wedding.

Benedick	Nurse
Mercutio	Peter
Benedick	Stage Directions
Romeo	

Romeo And Juliet Act 2 Lessons

Jennifer Fletcher



Romeo And Juliet Act 2 Lessons:

Teaching A Midsummer Night's Dream, Romeo and Juliet, and Macbeth Peggy O'Brien, 2006-08 An innovative performance based approach to teaching Shakespeare **Teaching Students Romeo and Juliet! a Teacher's Guide to Shakespeare's Play (Includes Lesson Plans, Discussion Questions, Study** , 2013-03-30 Shakespeare s one of the greatest playwrights of all time but telling a student this isn t enough This bundled book is perfect for teachers looking for lesson plans and other resources to get students interested in the Bard Inside you will find a five day lesson plan discussion questions a comprehensive study guide a biography about the life and times of Shakespeare and a modern retelling along with the original text of Shakespeare s Romeo and Juliet Each section of this book may also be purchased individually The Complete Guide to Shakespeare's Best Play Aileen M. Carroll, 2000 Ideal as a year long program or for selective units This packed volume takes an intense look at Romeo and Juliet Julius Caesar Macbeth Hamlet A Midsummer Night s Dream and The Tempest Each of the 40 lessons opens up the world of Shakespeare his words and his characters Extensive teacher support includes assessments historical background and language study synopses and suggestions for engaging hard to reach learners *The Folger Guide to Teaching Romeo and Juliet* Peggy O'Brien, 2024-11-12 Created by experts from the world s largest and most well respected Shakespeare archive The Folger Guide to Teaching Romeo and Juliet provides an innovative approach to teaching and understanding one of Shakespeare s most well known plays Romeo and Juliet is one of Shakespeare s most well known plays and certainly the one most commonly taught in schools It s the story of star crossed young lovers who can t come together because they live in a society governed by blood feuds violent duels and acts of retribution Shakespeare s tale of Romeo and Juliet the adults who fail to help them and the price that is ultimately paid by so many is a moving story that gives us some of the most familiar and memorable passages in the English language The Folger Guides to Teaching Shakespeare series is created by the experts at the Folger Shakespeare Library the nation s largest archive of Shakespeare material and a leading center for both the latest scholarship and education on all things Shakespeare Based on the proven Folger Method of teaching and informed by the wit wisdom and experiences of classroom teachers across the country the guides offer a lively interactive approach to teaching and learning Shakespeare offering students and readers of all backgrounds and abilities a pathway to discovering the richness and diversity of Shakespeare s world Filled with surprising facts about Shakespeare insightful essays by scholars and a day by day five week teaching plan these guides are an invaluable resource for teachers students and Shakespeare fans alike **Shakespeare Set Free** Peggy O'Brien, 1993 Written by faculty and participants at the Folger Shakespeare Library s Teaching Shakespeare Institute this volume includes essays written by leading scholars techniques for teaching through performance ways to teach Shakespeare successfully and day by day teaching strategies specifically for Romeo and Juliet Macbeth and A midsummer night s dream *Teaching Shakespeare to ESL Students* Leung Che Miriam Lau, Wing Bo Anna Tso, 2016-09-23 This is a teacher s resource book tailor

made for EFL teachers who want to bring Shakespeare into their classes It includes forty innovative lesson plans with ready to use worksheets hands on games and student oriented activities that help EFL learners achieve higher levels of English proficiency and cultural sensitivity By introducing the plots characters and language arts employed in Macbeth Romeo and Juliet The Taming of the Shrew and The Merchant of Venice the book conveys English grammatical rules and aspects like a walk in the garden complicated rhetorical features such as stress meter rhyme homonymy irony simile metaphor euphemism parallelism unusual word order etc are taught through meaning driven games and exercises Besides developing EFL learners English language skills it also includes practical extended tasks that enhance higher order thinking skills encouraging reflection on the central themes in Shakespeare s plays

Literature-Based Teaching in the Content Areas Carole Cox,2011-01-12 Forty classroom tested classroom ready literature based strategies for teaching in the K 8 content areas Grounded in theory and best practices research this practical text provides teachers with 40 strategies for using fiction and non fiction trade books to teach in five key content areas language arts and reading social studies mathematics science and the arts Each strategy provides everything a teacher needs to get started a classroom example that models the strategy a research based rationale relevant content standards suggested books reader response questions and prompts assessment ideas examples of how to adapt the strategy for different grade levels K 2 3 5 and 6 8 and ideas for differentiating instruction for English language learners and struggling students Throughout the book student work samples and classroom vignettes bring the content to life

The RSC Shakespeare Toolkit for Teachers Royal Shakespeare Company,2013-04-11 Developed by one of the world s leading theatre companies this resource offers teachers a practical drama based approach to teaching and appreciating three of Shakespeare s most popular plays Romeo and Juliet Macbeth and A Midsummer Night s Dream Drama based exploration of the text for pupilsTeacher s notes and photocopiable worksheets for a lesson by lesson routeAlso works as a dip in resourceFlexible ideas for use with current teachingMapped to KS3 Framework for English and KS2 Primary Framework for LiteracyCD contains printable digital versions

Resources for Teaching Shakespeare: 11-16 Fred Sedgwick,2011-08-18 Despite being dead for nearly 400 years Shakespeare s plays and plots are very much alive in the modern curriculum For many of those required to study him however their enthusiasm is dead and buried Aimed at those teaching Shakespeare to students aged from 11 16 Fred Sedgwick provides tried and tested lessons accompanied by photocopiable and downloadable resources to enable teachers to develop their practice and inspire their students This fantastic resource provides lessons to engage and enlighten students and features activities teaching strategies and schemes informed by current ideas about teaching and learning and the curriculum It s user friendly layout is designed to assist busy teachers and the photocopiable material accompanying each activity is also available for download from the companion website

Teaching with Interactive Shakespeare Editions Laura B. Turchi,2023-12-14 This Element presents three case studies of interactive digital editions of Shakespeare incorporated into classroom teaching WordPlay Shakespeare

PerformancePlus and myShakespeare Each interactive edition combines the text of a Shakespeare play with a recorded performance The case studies seek to understand whether and how interactive Shakespeare editions support ambitious teaching where students are expected to engage in authentic academic tasks experience social learning dialogic rather than didactic and demonstrate their new knowledge through meaningful assessments In our time of pandemic and considerable public contention over equity and justice ambitious teaching further requires attention to the whole selves of students their psychological and social development as well as their intellectual attainment This Element examines the opportunities that interactive digital editions give teachers software developers and scholars to connect Shakespeare s works to twenty first century students

Wham! Teaching with Graphic Novels Across the Curriculum William G. Brozo, Gary Moorman, Carla Meyer, 2014 Graphic novels are an excellent medium to motivate today s youth to become independent learners and thinkers This practical guide shows secondary school teachers how to incorporate graphic novels into content area instruction as a tool for meeting the needs of diverse learners and achieving the goals of the Common Core State Standards The authors provide instructional guidelines with classroom examples that demonstrate how graphic novels can be used to expand content knowledge and literacy in science social studies math and English language arts Teachers will appreciate the book s specific suggestions for selecting graphic novels and for employing responsive practices that will build students reading writing speaking listening and media competencies The range and complexity of graphic novels being published right now is simply amazing to me They are part of what should be a balanced array of texts that all can read enjoy and learn from In this volume the authors point to this proliferation as well as the educative potential of graphic novels After reading its pages I feel others will agree with me that they have done an excellent job pointing out how graphic novel creators such as Jim Ottaviani and Larry Gonick communicate much about history science and mathematics while also making connections to comprehension and thinking skills that accompany both literacy and content specific learning From the Foreword by Stergios Botzakis assistant professor of adolescent literacy in the Theory and Practice in Teacher Education Department at The University of Tennessee Knoxville The authors have set forth on a task I feel long is overdue connecting the literacy potential of graphic novels to the content areas This book is a wonderful contribution to the field of content area literacy studies Michael D Boatright assistant professor Department of English Western Carolina University Book Features Advice for selecting and evaluating graphic novels Teaching strategies for each of the four major content domains Guidance for aligning instruction with the Common Core State Standards A list of educational graphic novels organized by content area Study group questions And more William G Brozo is a professor of literacy in the Graduate School of Education at George Mason University in Fairfax Virginia and author of RTI and the Adolescent Reader Gary Moorman is professor emeritus at Appalachian State University in Boone North Carolina Carla K Meyer is an assistant professor in the Reading Education and Special Education Department at Appalachian State University

From Never-Mind to Ever-Mind Robert Rosenthal

MD,2019-01-21 Dr Bob Rosenthal has been a student and teacher of A Course in Miracles for over forty years As co president of the Foundation for Inner Peace he recognized the need for a series of books that could help those who have heard of the Course and feel drawn to it but may need a leg up to get started In this the rst book of the series Dr Rosenthal approaches the Course from an entirely fresh perspective Using common sense wisdom and sharing from his own experience as both a psychiatrist and Course student he unpacks the core elements of the Course s teaching in a clear and comprehensible manner If you ve only heard of A Course in Miracles and are curious about what it says or if you ve tried to study it but given up then this book will be a big help If you re already a dedicated Course student you will appreciate Dr Rosenthal s contribution even more You will emerge with a better grasp of the Course s central principle I am one Self united with my Creator

Cornfields Chris Whitmore,2024-03-19 Chip Thurmond a 33 year old high school English teacher in San Jose CA has a problem Her name is Estella Santos an obsessed conniving 17 year old who sits in the back row of Chip s 2nd period class The girl who fancies herself Juliet and Chip her Romeo will stop at nothing in her pursuit of her inspiring English teacher One afternoon she meets with him after school and fabricates a story about her dad molesting her She pleads for Mr Thurmond s assistance but is empathetically told the two of them will meet tomorrow with Estella s school counselor That s not what Estella had in mind That night she contacts Chip telling him she s run away and has nowhere to go Can he please please help her She ends up on his apartment couch and when Chip rebuffs her advances it s game on for Estella Early the next morning Chip s principal discovers on his cell phone pictures of Estella at Chip s apartment including one of her wrapped only in a sheet Chip is placed on administrative leave pending his dismissal and thinking it best Estella decides to disappear Assuming his arrest imminent Chip buys a trailer and heads east eventually landing in the little town of Jones Lake KS where he hopes to enjoy anonymity while finding employment at the town s small rural K 12 school Street smart fearless and a little crazy Juliet soon picks up her Romeo s trail Her only wish in life it seems is for the two to consummate their love or die trying Jones Lake Chip assumes is a small innocuous place where little happens He soon finds out differently Loaded with intrigue romance mystery crime and mysticism the small town is full of off beat characters including a homeless man claiming to be an angel a troubled but beautiful teaching colleague plotting the death of her husband an ornery chief of police who s antagonistic toward everyone a girl next door parent smitten with Chip a cemetery caretaker who talks with the dead and many more And as if it couldn t get any worse Chip learns from his previous school that Estella Santos has learned his whereabouts and is en route Is it time to flee again Chip wonders or has he journeyed far enough Is he ready to confront the most cunning self assured person he s ever known and again risk his career Or maybe it s just time to pack his bags and head to North Dakota

Teaching Reading Shakespeare John Haddon,2009-05-07 John Haddon offers creative systematic and challenging approaches which don t bypass the text but engage children with it Trevor Wright Senior Lecturer in Secondary English University of Worcester UK Teaching Reading Shakespeare is for all training and practising

secondary teachers who want to help their classes overcome the very real difficulties they experience when they have to do Shakespeare *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 Teaching the Canon in 21st Century Classrooms Michael Macaluso, Kati Macaluso, 2018-11-01 The canon as much an ideology as it is a body of texts perceived to be intrinsic to the high school English classroom has come under scrutiny for maintaining status quo narratives about whiteness masculinity heterosexuality ability and even those associated with American ideals of self reliance the good life and the self made man Teaching practices around these texts may also reinforce harmful practices and ways of thinking including those connected to notions of culture literary merit and methods of reading teaching and learning Teaching the Canon in 21st Century Classrooms offers innovative critical ways of reading thinking about and teaching canonical texts in 21st century classrooms Responding to the increasingly pluralized digitized global 21st century English classroom chapter authors make explicit the ideologies of a canonical text of focus while also elaborating a pedagogical approach that de centers the canon bridges past and present applies critical theory and celebrates the rich identities of 21st century readers In using this book teachers will be especially poised to take on the canon in their classroom and thus to open up their curricula to ideas values concerns and narratives beyond those embedded in the canonical texts Teaching Literature Rhetorically Jennifer Fletcher, 2023-10-10 English language arts teachers often find themselves defending their discipline and the practical values it has When will I read this again is an all too common question heard in classrooms Author Jennifer Fletcher faced the same questions and more In Teaching Literature Rhetorically Transferable Literacy Skills for 21st Century Students she shows you how to help your students develop transferable literacy skills that allow them to succeed not just in their English language arts classes but in their future lives and careers The book is built around eight high utility literacy skills and practices that will help students communicate effectively and with confidence as they navigate important transitions in their lives Integrating skills and knowledge from texts Reading closely and critically Assessing rhetorical situations Negotiating different perspectives Developing and supporting a line of reasoning Analyzing genres Communicating with self and others in mind Reading and writing with passion Teaching Literature Rhetorically offers readers writing prompts readings discussion questions graphic organizers as well as examples of student work and activities for helping students to understand key rhetorical concepts As Fletcher writes in her introduction rhetorical thinking promotes the transfer of learning the single most important goal we can have as teachers if we hope to have a positive impact on our students lives This book will help teachers everywhere do just that EBOOK: Teaching Shakespeare to Develop Children's Writing: A Practical Guide: 9-12 years Fred Sedgwick, 2014-10-16 Shakespeare s words belong to all of us This book offers 87 lessons full of practical advice on how to teach Shakespeare to young children with the knowledge that the best way to learn about the playwright is to write in the

grip of his words In this exciting and accessible book Fred Sedgwick who has been teaching Shakespeare to KS2 children for many years offers techniques for introducing some of the plays starting with A Midsummer Night s Dream to children between the ages of nine and twelve These ideas will help them to write act and draw in the grip of the greatest of writers Above all they will help children enjoy Shakespeare s words and extend the power of their own words Any teacher concerned with literacy however nervous she or he may be about approaching Shakespeare will find this book practical and inspiring

Library of Congress Catalog: Motion Pictures and Filmstrips Library of Congress,1968 Teaching Culturally Sustaining and Inclusive Young Adult Literature R. Joseph Rodríguez,2018-07-11 In this book Rodr guez uses theories of critical literacy and culturally responsive teaching to argue that our schools and our culture need sustaining and inclusive young adult YA literature s to meet the needs of culturally and linguistically diverse readers and all students This book provides an outline for the study of literature through cultural and literary criticism via essays that analyze selected YA literature drama fiction nonfiction and poetry in four areas scribal identities and the self affirmation of adolescents gender and sexualities schooling and education of young adult characters and teachers roles and influences in characters coming of age Applying critical literacy theories and a youth studies lens this book shines a light on the need for culturally sustaining and inclusive pedagogies to read adolescent worlds Complementing these essays are critical conversations with seven key contemporary YA literature writers adding biographical perspectives to further expand the critical scholarship and merits of YA literature

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Table of Contents Romeo And Juliet Act 2 Lessons

1. Understanding the eBook Romeo And Juliet Act 2 Lessons
 - The Rise of Digital Reading Romeo And Juliet Act 2 Lessons
 - Advantages of eBooks Over Traditional Books
2. Identifying Romeo And Juliet Act 2 Lessons
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Romeo And Juliet Act 2 Lessons
 - User-Friendly Interface
4. Exploring eBook Recommendations from Romeo And Juliet Act 2 Lessons
 - Personalized Recommendations
 - Romeo And Juliet Act 2 Lessons User Reviews and Ratings
 - Romeo And Juliet Act 2 Lessons and Bestseller Lists
5. Accessing Romeo And Juliet Act 2 Lessons Free and Paid eBooks
 - Romeo And Juliet Act 2 Lessons Public Domain eBooks
 - Romeo And Juliet Act 2 Lessons eBook Subscription Services
 - Romeo And Juliet Act 2 Lessons Budget-Friendly Options
6. Navigating Romeo And Juliet Act 2 Lessons eBook Formats

- ePub, PDF, MOBI, and More
- Romeo And Juliet Act 2 Lessons Compatibility with Devices
- Romeo And Juliet Act 2 Lessons Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Romeo And Juliet Act 2 Lessons
 - Highlighting and Note-Taking Romeo And Juliet Act 2 Lessons
 - Interactive Elements Romeo And Juliet Act 2 Lessons
- 8. Staying Engaged with Romeo And Juliet Act 2 Lessons
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Romeo And Juliet Act 2 Lessons
- 9. Balancing eBooks and Physical Books Romeo And Juliet Act 2 Lessons
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Romeo And Juliet Act 2 Lessons
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Romeo And Juliet Act 2 Lessons
 - Setting Reading Goals Romeo And Juliet Act 2 Lessons
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Romeo And Juliet Act 2 Lessons
 - Fact-Checking eBook Content of Romeo And Juliet Act 2 Lessons
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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