

ROMEO AND JULIET - Act I Reading and Study Guide
Ms. Howard English 9

I. LITERARY TERMS: Be able to define each term and apply each term to the play.

Oxymoron – bringing together two contradictory terms as in “wise fool” or “feather of lead”

- Example: In Act 1, Scene 1 Romeo uses several oxymora (the plural of “oxymoron”) to describe the relationship of love and hate. He says, “O brawling love, O loving hate.”

Allusion – reference to historical or literary figure, event, or object

- Example: In Act 1, Scene 1 Romeo says that Rosaline “hath Dian’s wit.” He is alluding to Diana, goddess of chastity, who opposed love and marriage. In other words, Rosaline thinks like Diana and will not fall in love with Romeo.

Pun – a play on words based on the similarity of sound between two words with different meanings

- Example: In Act 1, Scene 4, lines 14-16, Romeo is feeling sad, so he does not want to dance. He says to the others, “You have dancing shoes / With nimble soles. I have a soul of lead / so stakes me to the ground I cannot move.”

Imagery – representation in words of a vivid sensory experience

- Example: In Act 1, Scene 5, lines 55 and 56, Romeo uses imagery to describe Juliet’s beauty when he says, “So shows a dove trooping with crows”

- What comparison is Romeo making here?

He is comparing her to the beauty of a dove walking among crows (the other women there who are ugly in comparison).

Paradox – a statement that might seem to contradict itself but is nevertheless true; for example, “less is more.”

- Example: In Act 1, Scene 5, line 152, Juliet expresses a paradox when she speaks of Romeo, saying, “My only love sprung from my only hate.” This seems to be a contradictory statement, because love and hate are opposites.

Iambic Meter – unstressed syllable followed by a stressed syllable

Iambic Pentameter – five verse feet with each foot an iamb (a total of ten syllables)

Monologue – a speech by one character in a play, story, or poem

- Example: the speech in which the Prince of Verona commands the Capulets and Montagues to cease feuding (Act I, Scene I)

Rhyme Scheme – is a regular pattern of rhyming words in a poem. The rhyme scheme of a poem is indicated by using different letters of the alphabet for each new rhyme. In an aabb stanza, for example, line 1 rhymes with line 2 and line 3 rhymes with line 4.

- Example: Find the rhyme scheme in the prologue (a b a b e d c d e f e f g g)

Romeo Juliet Act 1 Reading Study Guide Answers

Literary Terms

J Dewey



Romeo Juliet Act 1 Reading Study Guide Answers Literary Terms:

Romeo and Juliet Study Guide Saddleback Educational Publishing,2011-01-01 Timeless Shakespeare designed for the struggling reader and adapted to retain the integrity of the original play These classic plays retold will grab a student s attention from the first page Presented in traditional play script format each title features simplified language easy to read type and strict adherence to the tone and integrity of the original Thirty five reproducible activities per guide reinforce basic reading and comprehension skills while teaching high order critical thinking Also included are teaching suggestions background notes summaries and answer keys The guide is digital simply print the activities you need for each lesson

Advanced Placement Classroom R. Brigham Lampert,2021-09-03 Part of Prufrock s new series for the upper level classroom Advanced Placement Classroom Romeo and Juliet is a user friendly guide to teaching one of Shakespeare s classic plays Featuring more than 50 reproducible pages to supplement student projects debates and writings this guide teaches students to consider new perspectives on the traditional tale Teachers can implement day to day study of the play with intriguing journal prompts introduce challenging critical thinking with lessons that put Juliet s nurse and Friar Lawrence on mock trial for their role in bringing together the lovers and much more Prufrock s new line of innovative teaching guides is designed to engage students with creative learning activities that ensure Advanced Placement success The Teaching Success Guide for the Advanced Placement Classroom series helps teachers motivate students above and beyond the norm by introducing investigative hands on activities including debates role plays experiments projects and more all based on Advanced Placement and college level standards for learning Grades 7 12

Cynthia Voigt Catherine DePino,2000 The Software Encyclopedia ,1986 New Approaches to the Investigation of Language Teaching and Literature Garcés-Manzanera, Aitor,Carrillo García, María Encarnacion,2023-04-11 In the last two decades the field of language and literature teaching has experienced considerable growth as a result of the wide array of new methodological avenues that have arisen from different angles This paradigm shift has paved the way for the integration of newly conceived didactic resources such as the mediation of social networks for learning language or the interdisciplinarity of culturally mediated language education It is crucial to understand this shift in order to ensure students receive the best education possible New Approaches to the Investigation of Language Teaching and Literature presents an overview of the ongoing methodological tools practices research designs and strategies used in language and literature teaching and provides education researchers and practitioners with empirically sustained evidence of teaching strategies that may be implemented in language education Covering key topics such as language skills adult learners digital literacy and learning aids this reference work is ideal for researchers scholars academicians practitioners educators and students

Resources in Education ,1998-05 **Athenaeum and Literary Chronicle** ,1874 T.P.'s and Cassell's Weekly ,1927
The Academy ,1874 **Educational Times** ,1891 **The Academy and Literature** ,1874 **Scott Foresman**

Literature and Integrated Studies ,1997 *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-ctd-journal>

Spirit of the Times and the New York Sportsman ,1865 **The London Journal: and Weekly Record of Literature, Science, and Art** ,1847 *The Athenaeum* ,1878 *Music & Drama* ,1882 **New York Times Saturday Review of Books and Art** ,1969 **Los Angeles Magazine** ,2003-11 Los Angeles magazine is a regional magazine of national stature Our combination of award winning feature writing investigative reporting service journalism and design covers the people lifestyle culture entertainment fashion art and architecture and news that define Southern California Started in the spring of 1961 Los Angeles magazine has been addressing the needs and interests of our region for 48 years The magazine continues to be the definitive resource for an affluent population that is intensely interested in a lifestyle that is uniquely Southern Californian

Tools for Teaching Conceptual Understanding, Secondary Julie Stern,Krista Ferraro,Juliet Mohnkern,2017-02-02 Students become experts and innovators through Concept Based teaching Innovators don't invent without understanding how the world works With this foundation they apply conceptual understanding to solve problems We want students to not only retain ideas but relate them to other things they encounter using each new situation to add nuance and sophistication to their thinking Discover how to help learners uncover conceptual relationships and transfer them to new situations Teachers will learn Strategies for introducing conceptual learning to students Four lesson frameworks to help students uncover conceptual relationships How to assess conceptual understanding and How to differentiate concept based instruction

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