

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
<p>Sample: From the Prologue</p> <p>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)</p>	<p>Speaker: Chorus</p> <p>Situation: (would) Romeo and Juliet die.</p> <p>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.</p> <p>Significance: (would) Killing yourself is bad and selfish and people will be upset.</p> <p>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.</p> <p>Literary Devices: (would) There's a comparison with a pair of star crossed lovers.</p> <p>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 (starts 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.</p>

Romeo And Juliet Dialectical Journal Answers

K Morrison



Romeo And Juliet Dialectical Journal Answers:

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

Rationales for Teaching Young Adult Literature Louann Reid, 1999 Twenty five educators recommend proven novels nonfiction works and short story collections that adolescents enjoy

The Reading/writing Connection Carol Booth Olson, 2007 This is an especially well researched and documented text the author s voice is one that is knowledgeable yet does not intend to intimidate She speaks to her audience as a dedicated professional to professional I could only hope that my students would read and retain her words of wisdom Anna L Bolling California State University Stanislaus I haven t seen any books that come close to what Carol Olson has developed Harry Noden Kent State University The illustrations and scanned in documents make Booth Olson s book readable interesting relevant and real life These visuals from actual students help transform her ideas from theory into practice Kathy Bussert Webb The University of Texas at Brownsville This is the only secondary text that I have found to explain and provide authentic examples of reading writing workshop process The activities are practical and motivating Hurray for Olson Donna Uebler Bradley University Now in its second edition The Reading Writing Connection features an array of individual reading and writing strategies activities and mini lessons that teachers can implement in their classrooms Well respected author Carol Booth Olson extends far beyond most books intended for teachers of language arts by integrating reading and writing in creative theory based ways Lauded by students and professors as a clear and straightforward text this revised and updated edition includes plenty of material about teaching the writing process and responding to literature and provides examples of lessons that help readers learn

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The Critical Question Robert Worth Frank, Harrison T. Meserole, 1964 *The Charles Lamb Bulletin* , 1990 **Make it Modern** Brandon Taylor, 2022-01-01 A fascinating journey through Western art from the 1910s to the 1960s charting how artists wrestled with the headlong changes of a turbulent and conflict ridden world From the chaos of the First World War to the ravages of the Second from the Great Depression to the rise of consumer culture artists we call modern faced the challenge of responding imaginatively to utterly new circumstances of life Original thought startling artistic techniques and new attitudes to experimentation were required to produce exceptional and timely work Make It Modern guides the reader through the art of the modern world Works of celebrated artists from Pablo Picasso and Wassily Kandinsky to Frida Kahlo Jackson Pollock and Yayoi Kusama alongside a panoply of undervalued or less known figures populate this decade by decade narrative Make It Modern tells an unforgettable story of how art was changed forever *Musical Magazine and Musical Courier* , 1903 *The Shakespeare Newsletter* Louis Marder, 1951 *Nineteenth-century Literature Criticism* Laurie Lanzen Harris, 1981 Excerpts from criticism of the works of novelists poets playwrights short story writers and other creative writers who lived between 1800 and 1900 from the first published critical appraisals to current evaluations **Humanities Index** , 1984

Reviewing **Romeo And Juliet Dialectical Journal Answers**: Unlocking the Spellbinding Force of Linguistics

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