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| <b>SEMESTER 2</b> |
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**Week 5: Jan. 30 – Feb. 3**

| Reading Selection                | Genre | Objectives  | Pages   |
|----------------------------------|-------|---|---------|
| Romeo and Juliet, Act 2, Scene 5 | Drama | <b>Literary Study:</b> Analyzing figurative language<br><b>Reading Strategy:</b> Making inferences about characters<br><b>Vocabulary:</b> Context clues | 187-206 |

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| <b>Assignments</b> |
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**Read and Write Book**

|                  |   |                      |
|------------------|---|----------------------|
| __ pages 188-189 | “Before You Read” Activities            | _____ (points/grade) |
| __ pages 190-203 | <b>Read</b> (notes & margin activities) | _____ (points/grade) |
| __ pages 204-205 | “After You Read” Activities             | _____ (points/grade) |
| __ page 206      | Web Diagram                             | _____ (points/grade) |

**Line Interpretations**

*Identify the speaker of each selection. Paraphrase the lines (put them in plain, everyday English). Explain why these lines are important to the development of the plot of the play and what insight(s) they offer about our characters.*

But soft! What light through yonder window breaks?  
It is the East, and Juliet is the sun! (II. ii, 2-3)

O Romeo, Romeo, wherefore art thou Romeo?  
(II. ii, 33)

What's in a name? That which we call a rose  
By any other name would smell as sweet.  
(II. ii, 44-45)

My ears have yet not drunk a hundred words  
Of thy tongue's uttering, yet I know the sound.  
(II.ii. 58-59)

Parting is such sweet sorrow (II. ii, 184)

### **Writing**

Imagine that you know Romeo and Juliet (you are a no-name friend or neighbor in the play). Consider each of these questions:

- Do you think it is possible for Romeo and Juliet to fall so deeply in love so quickly? Why?
- You have learned a great deal about the personalities of the two main characters. Describe your impressions of Romeo and Juliet.

Choose one question to respond to. Write your answer in the form of a *friendly letter*. Address the letter to someone who supposedly also knows Romeo and Juliet (another non-descript friend or neighbor). Include as many details from the play as you can to support the ideas in your letter.

# Friendly Letter Format

Return Address Line 1 (1)  
Return Address Line 2  
Date (Month Day, Year) (2)

Dear Name of Recipient, (3)  
Body Paragraph 1 .....  
.....  
.....  
Body Paragraph 2 .....  
.....  
.....  
Body Paragraph 3 .....  
.....  
..... (4)

Closing (Sincerely), (5)  
*Signature* (6)

P.S. (7)

In the friendly letter format, your address, date, the closing, signature, and printed name are all indented to the right half of the page (how far you indent in is up to you as long as the heading and closing is lined up--use your own discretion and make sure it looks presentable). Also the first line of each paragraph is indented.

**Your Address (1)** All that is needed is your street address on the first line and the city, state and zip on the second line. (Not needed if the letter is printed on paper with a letterhead already on it.)

**Date (2)** Put the date on which the letter was written in the format Month Day Year e.g. August 30, 2003. Skip a line between the date and the salutation.

**Salutation (3)** Usually starts out with Dear so and so, or Hi so and so. Note: There is a comma after the end of the salutation (you can use an exclamation point also if there is a need for some emphasis).

**Body (4)** The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip 2 lines between the end of the body and the closing.

**Closing (5)** Let's the reader know that you are finished with your letter; usually ends with Sincerely, Sincerely yours, Thank you, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized.

**Signature (6)** Your signature will go in this section, usually signed in black or blue ink with a pen. Skip a line after your signature and the P.S.

**P.S. (7)** If you want to add anything additional to the letter you write a P.S. (post script) and the message after that. You can also add a P.P.S after that and a P.P.P.S. after that and so on.

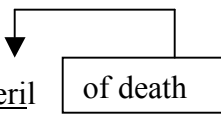
## Vocabulary: Context Clues (below)

### *Romeo and Juliet Act 2 Vocabulary*

#### WORD BANK

- |           |           |              |
|-----------|-----------|--------------|
| 1. peril  | 4. woe    | 7. rancor    |
| 2. cease  | 5. remedy | 8. feign     |
| 3. bounty | 6. assure | 9. haste     |
|           |           | 10. virtuous |

**Part 1—Context Clues:** For each underlined vocabulary word, draw a box around the context clues that help you guess the meaning of the vocabulary word and draw an arrow from those clues to the word. The first one has been done for you.

In Act 2 of *Romeo and Juliet*, Romeo decides to put himself in peril  in order to see Juliet after the Capulet party ends. He cannot cease thinking about her, and so he decides to climb the walls of the Capulet orchard to look up at her window. Luckily for Romeo, Juliet is out on her balcony and is also dreaming about Romeo. He startles Juliet, but she excited to see him. She tells him of the bounty of her love; she has so much love for Romeo that she'll never run out. He returns her promises of love, and it seems that the only remedy for their lovesick hearts is marriage.

Early the next morning Romeo finds Friar Laurence and asks him to marry the two lovers. He assures the friar that he really loves Juliet. The friar doesn't quite believe him, and he thinks Romeo is acting with too much haste. However, he sees that this marriage may bring peace to Verona and turn the rancor of the two warring families into love instead. Therefore, he agrees marry them.

Romeo sends a message through the nurse to Juliet with details of their wedding. When the nurse returns home, Juliet is anxious to hear the message, but the nurse, who is a bit of a drama queen, feigns extreme exhaustion in order to make Juliet wait and beg for the message. When she finally tells Juliet that Romeo plans to marry her, the nurse adds her blessing by saying that Romeo, since he kept his promise to set up their wedding, must be a virtuous young man. The act ends with Friar Laurence marrying Romeo and Juliet.

Unfortunately for the lovers, their happiness will not last long. Their lives will soon be filled with woe when Romeo kills Tybalt and is banished from Verona.

**Part 2—Educated Guess:** Based on the context clues, make an educated guess about the definition of each underlined vocabulary word. Be sure to take into consideration the part of speech of each word.

- |                              |                    |
|------------------------------|--------------------|
| 1. peril <u>danger</u> _____ | 6. assure _____    |
| 2. cease _____               | 7. rancor _____    |
| 3. bounty _____              | 8. feign _____     |
| 4. woe _____                 | 9. haste _____     |
| 5. remedy _____              | 10. virtuous _____ |

**Part 3—Parts of Speech and Definitions:** Label each vocabulary word with its correct part of speech (in parentheses) and dictionary definition. Be sure to choose the part of speech and definition that reflect the way in which the word is used in the passage on this handout. Also, make sure you understand the definition you write down. (10 pts)

1. peril (n): exposure to risk; danger \_\_\_\_\_
2. cease (\_\_\_\_): \_\_\_\_\_
3. bounty (\_\_\_\_): \_\_\_\_\_
4. woe (\_\_\_\_): \_\_\_\_\_
5. remedy (\_\_\_\_): \_\_\_\_\_
6. assure (\_\_\_\_): \_\_\_\_\_
7. rancor (\_\_\_\_): \_\_\_\_\_
8. feign (\_\_\_\_): \_\_\_\_\_
9. haste (\_\_\_\_): \_\_\_\_\_
10. virtuous (\_\_\_\_): \_\_\_\_\_

### High School Grammar Packet

\_\_\_ Group 18: “Apostrophes (Contractions)” & “Semicolons”

\_\_\_\_\_ (points/grade)

**Week 6: Feb. 6 – Feb. 10**

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| <b>Assignments</b> |
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| <b>Reading Selections</b> | <b>Genre</b> | <b>Objectives</b>  | <b>Pages</b> |
|---------------------------|--------------|--|--------------|
| Perseus                   | Myth         | <b>Literary Study:</b> Analyzing plot<br>pattern archetype<br><b>Reading Strategy:</b> Identifying<br>genre<br><b>Vocabulary:</b> Antonyms | 267-280      |
| Coyote and Crow           | Myth         | <b>Literary Study:</b> Analyzing<br>character archetype<br><b>Reading Strategy:</b> Activating prior<br>knowledge                          | 281-286      |

**Read and Write Book**

- \_\_\_pages 268-269 “Before You Read” Activities \_\_\_\_\_(points/grade)
- \_\_\_pages 270-278 **Read** (margin activities & Note Taking) \_\_\_\_\_(points/grade)
- \_\_\_pages 279-280 “After You Read” Activities \_\_\_\_\_(points/grade)
- \_\_\_page 334 Story Map \_\_\_\_\_(points/grade)
- \_\_\_pages 282-283 “Before You Read” Activities \_\_\_\_\_(points/grade)
- \_\_\_pages 284-285 **Read** (margin activities & Note Taking) \_\_\_\_\_(points/grade)
- \_\_\_page 286 “After You Read” Activities \_\_\_\_\_(points/grade)
- \_\_\_page 335 Story Map \_\_\_\_\_(points/grade)

**High School Grammar Packet**

- \_\_\_Group 19: “Parentheses” & “Colons” \_\_\_\_\_(points/grade)

**Weeks 6-9: Feb. 13 – Mar. 16**

**Break from Read and Write Book for Novel Unit**<sup>\*see note below</sup>

**Week 6: Feb. 13 – Feb. 17**

**Benchmark Test 1**

**High School Grammar Packet**

\_\_\_ Group 20: “Apostrophes” \_\_\_\_\_(points/grade)

\_\_\_\_\_ (points/grade)

**Week 7: Feb. 27 – Mar. 2**

**High School Grammar Packet**

\_\_\_ Sentence Revision #1: Unnecessary and Redundant Modifiers \_\_\_\_\_(points/grade)

**Week 8: Mar. 5 – Mar. 9**

**High School Grammar Packet**

\_\_\_ Sentence Revision #2: Prepositional Phrases \_\_\_\_\_(points/grade)

**Week 9: Mar. 12 – Mar. 16**

**High School Grammar Packet**

\_\_\_ Sentence Revision #1: Adverbial Phrases \_\_\_\_\_(points/grade)

\*Students are directed to choose a book from the *Edge Library Series* that falls in the student’s Lexile range that is a) appropriate for a month long study and b) a book that they have NOT yet read.

