

# ROMEO AND JULIET GRAPHIC ORGANIZER

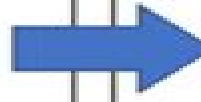
In your own words, write a short summary of Act 5 Scene 3:

After Romeo kills Paris, whom Juliet was arranged to marry, he finds her lying in the tomb. He believes she is dead, although she is only drugged with a heavy sedative. He is heartbroken and decides to take his own life to be with his wife because he can't bare living without her. After he kills himself with poison, Juliet awakens from her stupor. Friar Laurence tries to convince her to flee from the guards approaching but she refuses to leave Romeo. She willingly stabs herself with Romeo's dagger and dies by his side. The Capulet and Montague families discover how much their hatred for one another has taken from them.

Choose four quotes that demonstrate why this scene is the climax of the play. Then, analyze the quote AND explain why it's important.

## Quote 1:

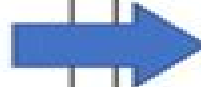
"A grave — O no, a lantern, slaughtered youth;  
For here lies Juliet, and her beauty makes  
This vault a feasting presence full of light.  
Death, lie thou there, by a dead man interred." (lines 84-87)



Romeo sees Juliet inside the tomb for the first time and thinks she's dead. Although she is "dead" he believes she is still beautiful and has a brightness about her (this should have been a clue to him). He foreshadows his suicide by calling himself "a dead man interred".

## Quote 2:

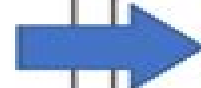
"Eyes, look your last!  
Arms, take your last embrace! And, lips, O you  
The doors of breath, seal with a righteous kiss  
A dateless bargain to engrossing death!" (lines 112-115)



Romeo is finalizing his decision to kill himself by bidding farewell to Juliet. He looks at her beauty for the last time, hugs her for the last time, and even kisses her. He considers his decision to be a "dateless bargain" because it is a permanent decision in which he will have no more days to bargain his death.

## Quote 3:

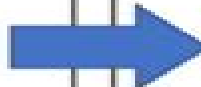
"What's here? A cup closed in my true love's hand?  
Poison, I see, hath been his timeless end.  
O churl, drunk all and left no friendly drop  
To help me after. I will kiss thy lips.  
Haply some poison yet doth hang on them  
To make me die with a restorative." (lines 161-166)



Juliet awakes from her drug induced sleep to find Romeo poisoned and dead. She describes him as "churl" or stingy for not leaving her even a "friendly" drop of poison to help her follow suit. She hopes to kiss his lips and find some left over to aid in her death.

## Quote 4:

"Yea, noise? Then I'll be brief. O happy dagger,  
This is thy sheath; there rust, and let me die." (lines 169-170)



Juliet hears someone coming and knows she must act quickly. After the kiss did not leave her any poison, she chooses to stab herself with Romeo's dagger. She refers to the weapon as a "happy dagger" suggesting that she feels no sorrow in taking her own life to be with her love.

# Romeo And Juliet Graphic Organizer Answers

**Patti Drapeau**



## **Romeo And Juliet Graphic Organizer Answers:**

*Differentiating with Graphic Organizers* Patti Drapeau, 2016-04-26 Graphic organizers have proven to be successful tools for helping students develop their critical and creative thinking skills This research based resource shows how graphic organizers can improve teaching practices help differentiate instruction in the classroom and raise learning outcomes for all students including English language learners and students with learning disabilities The author presents graphic organizers for nine types of thinking processes based on Bloom s taxonomy and offers examples of how to apply the graphic organizers in different subject areas and grade levels This hands on guide demonstrates how teachers can Promote the critical thinking processes of assuming inferring analyzing prioritizing and judging Encourage the creative thinking processes of brainstorming connecting creating and elaborating Modify graphic organizers or create their own to meet individual learning needs With assessment rubrics for providing quality feedback included *Differentiating With Graphic Organizers* addresses ways to promote and build students creative reasoning communication and problem solving skills and make the learning process a success

**Improving Instructional Practice** Wafa Hozien, 2017-06-07 This book constitutes a collection of case studies that explore issues faced by school principals as is related to instructional leadership The scenarios presented here allow students to gain a more thorough understanding of the Professional Standards for Educational Leaders PSEL 2015 and their performance competencies These scenarios are designed to develop new school leaders These cases provide opportunities to create meaningful learning experiences for courses professional development programs and the mentoring of new school principals giving them exposure to the kinds of dilemmas they will encounter as they take on their leadership roles or start out on supervisory positions The cases are based on real life dilemmas reflect contemporary issues in our school buildings and are designed to be easily used or adapted across all school types The cases are taken from many years of experience as an educator administrator consultant and researcher in rural suburban and urban school districts

**Formative Assessment for English Language Arts** Amy Benjamin, 2013-09-27 This book demonstrates how formative assessments unlike standardized tests provide the kind of communication between teachers and students that help teachers make instructional decisions to improve student performance

**The Educator-journal** ,1906      **English Journal** ,1997

**Tools for Teaching Content Literacy** Janet Allen, 2004 Tabbed flipchart designed as a ready reference for content reading and writing instruction

**Language Disorders from Infancy Through Adolescence - E-Book** Rhea Paul, Courtenay Norbury, 2012-01-14 *Language Disorders from Infancy Through Adolescence* 4th Edition is the go to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment This core resource spans the entire developmental period through adolescence and uses a descriptive developmental approach to present basic concepts and vocabulary an overview of key issues and controversies the scope of communicative difficulties that make up child language disorders and information on how language pathologists approach the assessment and

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**Scott Foresman Literature and Integrated Studies**, 1997 **Human Heritage** Miriam Greenblatt, Peter S. Lemmo, 2001 A world history textbook chronicling the rise of Western and Eastern civilizations Includes photos art illustrated charts vocabulary exercises and review questions *Key Comprehension New Edition Teacher's Handbook 4* Angela Burt, 2009 Essential skills practice for better reading and writing *Rethinking Disability* Jan W. Valle, David J. Connor, 2019-02-05 Now in its second edition *Rethinking Disability* introduces new and experienced teachers to ethical framings of disability and strategies for effectively teaching and including students with disabilities in the general education classroom Grounded in a disability studies framework this text's unique narrative style encourages readers to examine their beliefs about disability and the influence of historical and cultural meanings of disability upon their work as teachers The second edition offers clear and applicable suggestions for creating dynamic and inclusive classroom cultures getting to know students selecting appropriate instructional and assessment strategies co teaching and promoting an inclusive school culture This second edition is fully revised and updated to include a brief history of disability through the ages the relevance of current educational policies to inclusion technology in the inclusive classroom intersectionality and its influence upon inclusive practices working with families and issues of transition from school to the post school world Each chapter now also includes a featured voice from the field written by persons with disabilities parents and teachers *Holt People, Places, and Change* Robert J. Sager, 2003 **Engaging Readers & Writers with Inquiry** Jeffrey D. Wilhelm, 2007 Invigorate your teaching and simplify your lesson planning with inquiry With this book learn to develop an essential question that students

will be engaged by and then plan lessons activities and projects that support students as they pursue answers and understandings Addresses all the content areas Resources in Education ,2001 **Medieval Times** Frank Edgar,George Lee,1994-03 Bring history to life for students in grades 5 and up using Medieval Times This 160 page book examines the Middle Ages including Charlemagne the Crusades feudalism and monarchies The book includes activities worksheets answer keys and a timeline Reading Reminders Jim Burke,2000 Reading Reminders features Jim Burke s 100 best techniques for teaching reading complete with tools and techniques on how to implement them **Language Disorders from Infancy Through Adolescence** Rhea Paul,2001 LANGUAGE DISORDERS FROM INFANCY THROUGH ADOLESCENCE 2nd Edition provides readers with the information they need to properly identify and assess childhood language disorders and to provide appropriate treatment The book divided into three sections and a total of fifteen chapters covers the entire developmental period while also delving into additional concepts that are important to the practice of child language disorders including prevention syndromes associated with language disorders and multicultural practice Comprehensiveness makes it the ideal textbook for the student and an excellent reference source for the practitioner First person writing style contributes to readability and ease of comprehension making the material highly accessible Includes a comprehensive resource list useful for research and learning while in school as well as post graduation Provides cutting edge information on all topics ensuring that the student learns the most up to date material available Case studies and vignettes throughout the book demonstrate how the information presented in the chapters can be applied in clinical practice Study guides are included at the end of each chapter to make reviewing specific information easy Multicultural approach deals with considerations for working with children of all races and backgrounds Comprehensive Author index allows the reader to quickly locate information referenced within the text and in the field of speech language pathology **Netscape Navigator 6** Gary B. Shelly,Thomas J. Cashman,Jeffrey J. Webb,2001 Netscape Navigator 6 provides the novice as well as the experienced user a window with which to look into the World Wide Web and tap an abundance of resources This book is intended for use in a one credit three to five week course or in combination with other books in an introductory computer concepts or applications course Specific objectives of this book are as follows to teach students how to use Netscape Navigator 6 to expose students to various World Wide Web resources to acquaint students with the more popular search engines to show students how to do research using the World Wide Web and to teach students how to communicate with other Internet users Pref **TOEFL MAP Listening Intermediate (New TOEFL Edition)** Michael A. Putlack, Stephen Poirier, Angela Maas, Maximilian Tolochko,2023-02-13 MP3 CD www.darakwon.co.kr iBT iBT 4 Reading Listening Speaking Writing 3 TOEFL MAP New TOEFL Edition Listening Intermediate MP3 75 2 www.darakwon.co.kr 2 QR MP3 Part A Understanding Listening Question Types Question Type 01 Gist Content Question Type 02 Gist Purpose Question Type 03 Detail Question Type 04 Understanding the Function of What Is Said Question Type 05 Understanding the Speaker s Attitude Question Type 06 Understanding Organization Question Type

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