

# Critical Thinking Skills

## Romeo & Juliet

Skills For Critical Thinking		Chapter Questions										Writing Tasks	Graphic Organizers	Bonus worksheets
		A1, S1-2	A1, S3-5	A2, S1-3	A2, S4-6	A3, S1-2	A3, S3-5	A4, S1-3	A4, S4-5	A5, S1-2	A5, S3			
<b>LEVEL 1</b> Knowledge	<ul style="list-style-type: none"> <li>Identify Story Elements</li> <li>Recall Details</li> <li>Match</li> <li>Sequence Events</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 2</b> Comprehension	<ul style="list-style-type: none"> <li>Compare and Contrast</li> <li>Summarize</li> <li>State Main Idea</li> <li>Describe</li> <li>Classify</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 3</b> Application	<ul style="list-style-type: none"> <li>Plan</li> <li>Interview</li> <li>Infer Outcomes</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 4</b> Analysis	<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Identify Supporting Evidence</li> <li>Motivations</li> <li>Identify Cause and Effect</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 5</b> Synthesis	<ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> <li>Imagine Alternatives</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 6</b> Evaluation	<ul style="list-style-type: none"> <li>State &amp; Defend An Opinion</li> <li>Make Judgements</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



# 1,2,3

## Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **Romeo and Juliet**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



### KWS CHART

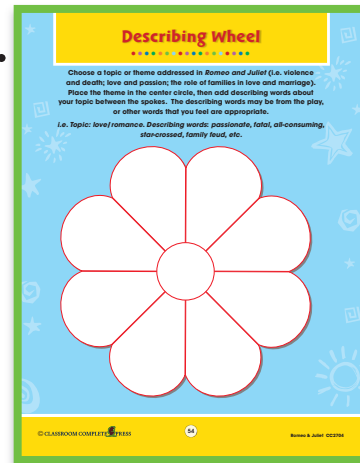
**Romeo and Juliet** is one of the most popular and widely-viewed plays ever penned. Eloquenty telling the story of two star-crossed lovers, it has been the subject of a multitude of adaptations in various media. It also contains many themes and topics that have fascinated readers down through the ages. Through use of the **KWS Chart**, students are first asked to select a topic (or several topics) (i.e. Verona, Shakespearean England). They are then asked to itemize what they want to learn about that particular topic, and finally possible sources which might be utilized.

Found on Page 53.

### DESCRIBING WHEEL

Using a **Describing Wheel**, students are given the opportunity to expand their thinking and knowledge of a particular topic addressed in this play. They are asked to select one topic of interest and place it on the inner wheel of the diagram (i.e. violence, death, love). Following this they are asked to consider describing words about the topic, which they are to enter between the spokes.

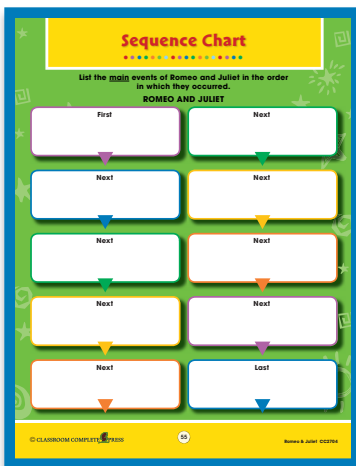
Found on Page 54.



### SEQUENCE CHART

The plot of **Romeo and Juliet** is jammed-packed with memorable happenings – so much so that it is a tall order to isolate the “main events” of the play, as this assignment expects. In assigning the **Sequence Chart** activity, it might be helpful for the teacher to remind the students that each event selected should be a key component in moving the plot toward the climax of the novel (the deaths of **Romeo and Juliet** and the reconciliation of the **Capulets and Montagues**).

Found on Page 55.





# Act One, Scenes 3 to 5

1. In Scene 3 Juliet’s mother states that she was Juliet’s age (almost 14) when married. What might be a disadvantage to being married at such a young age?

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2. In many cultures the parents have an important role in deciding whom their child will marry. What is one possible advantage to this, and a possible disadvantage?

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## Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	esteem
2	valiant
3	obscured
4	deformity
5	reverence
6	consequence
7	solemnity
8	disparagement
9	intrusion
10	prodigious
11	boisterous
12	hoodwinked

brave
fantastic
tricked
sternness
adoration
noisy
criticism
reverence
abnormality
hidden
encroachment
result



# Act One, Scenes 3 to 5

1. **Circle T** if the statement is **TRUE** or **F** if it is **FALSE**.

**T F** a) Tybalt shows that he has a real “soft spot” in his heart for Romeo and the Montague family.

**T F** b) Juliet sent her nurse to find out if Romeo was married.

**T F** c) Juliet’s nurse gave birth to a son about the same time as Juliet was born.

**T F** d) Lady Capulet seems more eager than her husband to “match” Juliet up with Paris.

**T F** e) When Romeo agrees to attend the festivities at the Capulets’, one of his reasons for doing so was his love of dancing.

**T F** f) Capulet convinces Tybalt to let Romeo alone so that he might have him killed later, when out of the public eye.

2. **Number the events from 1 to 6 in the order they occurred in these chapters.**

- a) Mercutio speaks to Romeo of dreams.
- b) Romeo and Juliet meet for the first time.
- c) The nurse and Lady Capulet discuss Paris and his love for Juliet.
- d) Juliet discovers that Romeo is a Montague.
- e) Tybalt discovers Romeo’s identity at the dance.
- f) Capulet forbids Tybalt from confronting Romeo.



# Act One, Scenes 3 to 5

Answer each question with a complete sentence.

1. Many lines from Shakespeare’s plays have become famous expressions of the English language. Rephrase the following expressions from Act I, so that the meaning is crystal clear:

A *We burn daylight* (Scene 4, Line 44)

B *He’s a man of wax* (Scene 3, Line 82)

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2. How was Romeo able to attend a dance at the home of his enemies and still protect his identity?

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3. In Scene 3, Lines 85-100, Lady Capulet speaks to Juliet about Paris’ love for her and asks whether his affections might be returned. Written mainly in iambic pentameter, what is the rhyming scheme of Lady Capulet’s speech in lines 89-100?

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4. Briefly summarize Juliet’s response.

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5. Mercutio’s **Queen Mab Speech** in Scene 4 (Lines 58-100) is one of the most famous of the play. In this discourse, Mercutio refers to dreams as, “the children of an idle brain”. In his speech, list two dreamers and their dreams that Mab provokes.

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6. Defend or refute the following statement using evidence from the play: *When Romeo saw Juliet, it was love at first sight.*

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## Journaling Prompt

Think back on a time when you met someone for the first time who really impressed you. Describe how you felt, and why it was that this person was so impressive. Upon reflection of this event, do you think you were right or wrong to be so impressed?