

Romeo and Juliet Formative Assessment #1

1.) Nonfiction Reading: "Life in Shakespeare's England"

Read and annotate "What Was Shakespeare's Time Like?"

1. What are the social pressures any young person of Romeo and Juliet's time would have had to deal with?

2. Exit Slip: How does Chagall's *Romeo and Juliet* (This is a painting. Please look it up online.) reflect what we learned about the times of Romeo and Juliet? Use 2 to 3 examples from the article. Make two connections to what you know about the play *Romeo and Juliet*.

Formative Assessment #1:

Your Task: Create three social rules of Verona to present to a foreign guest and justify those rules using evidence from the text primarily and the movie secondarily. Be sure to complete the following:

1. For each rule, provide a brief explanation and rationale.
2. Support each rule with textual evidence.
3. Conclude each explanation with your ideas about the consequences each rule is likely to have on Romeo and Juliet.
4. Conclude the assignment by answering the following questions: Who has the power in Verona: the individual, parents, the young, or the old? How do you know?
5. According to what we've read so far, whose needs come first: the individual's or society's? Explain.
6. Use correct spelling, grammar, and punctuation.

Rules of Verona	Textual Evidence	Consequences for Romeo and Juliet
1.		
2.		
3.		

Who has the power in Verona: the individual, parents, the young, or the old? How do you know?

According to what we've read so far, whose needs come first: the individual's or society's? Explain.
