**The Past is Prologue**

The term *prologue* is most commonly used to mean an introduction to a bigger text. In this play, and many older plays, the Chorus is a character (sometimes played by multiple characters) that gives a speech which summarizes the action that the audience is about to see-much like a trailer to a movie.

The Chorus in *Romeo and Juliet* opens the play with a speech that is actually a type of poem called a sonnet. This English or Elizabethan or Shakespearean sonnet is probably the most common kind of sonnet in English. Shakespeare didn't invent the poetic form, but his sonnets are probably the best known of this type. A Shakespearean sonnet consists of three quatrains (four lines) and a final couplet. All lines are ten syllables long and written in iambic pentameter. The rhyming scheme is ababcdcdefefgg. It is logical to generally compare each of Shakespeare’s sonnets to an argument with three main points, each taking up one quatrain, and a counter to that argument, or a conclusion to that argument, in the ending couplet.

With this information in mind, in your table groups, you will now get “chunks” of the sonnet and arrange them chronologically. Reread the previous paragraph, be mindful of the suggested rhyming scheme and arrangement of ideas suggested, then put the sonnet section in the correct order. Tell Mr. Foster when you are done.

Two households, both alike in dignity,

In fair Verona, where we lay our scene,

From ancient grudge break to new mutiny,

Where civil blood makes civil hands unclean.

From forth the fatal loins of these two foes

A pair of star-cross’d lovers take their life;

Whose misadventur’d piteous overthrows

Doth with their death bury their parents’ strife.

The fearful passage of their death-mark’d love,

And the continuance of their parents’ rage,

Which, but their children’s end, nought could remove,

Is now the two hours’ traffic of our stage;

The which if you with patient ears attend,

What here shall miss, our toil shall strive to mend.

Having arranged the text in the correct order, review the actual text below. Then, INDIVIDUALLY, follow direction to “Talk to the text” in the specific ways described below.

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1. Draw a box around the setting of the play.
2. Star the lines that indicate why the two families don’t get along. Paraphrase the reason they don’t get along below:
3. Circle the five words that indicate who the protagonist(s) of the play will be. Paraphrase what this phrase means below:
4. Underline the fate of the lovers. Predict who you think these lovers are:
5. Put parentheses around the lines that indicate why the feud between these two families end. Paraphrase these lines below:
6. Draw an arrow to indicate the lines where the prologue informs the audience about that they did NOT hear about in the prologue, but that they will learn about in the rest of the play. Paraphrase these lines below:

**Review answers together as a class. On the back of this sheet, circle all feedback that applies to your thinking from this page, justify this feedback on this page & to your shoulder partner, log the feedback, then turn it in.**

**Learner name:**

**Feedback for this task:**

I consistently or sometimes or struggle to literally understand a text & cite text words to show my understanding.

(Circle the phrase that fits) *Log these words in Feedforward under one of the “Reading Micro” tasks*.

**Justification: I did all but one of the T4ing that Foster just showed us.**

I consistently or sometimes or struggle to use context clues, words parts, & parts of speech to determine unknown words.

(Circle the phrase that fits) *Log these words in Feedforward under one of the “Reading Micro” tasks*.

**Justification: misadventur’d = mis is not, adventure root word, r’d = blank verse, red**

**Foster**: print this page and T4 the right answers to review on the doc camera

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