Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_

**Act 3.2- Juliet’s Emotional Roller Coaster**

**Literary Terms Review for close-reading**

* **Allusion** – A reference to another literary work

*Think: Greek mythology*

* **Soliloquy** – When a character gives a speech on stage “alone” that is meant to mimic their inner thoughts.

*Think: solo*

* **Dramatic Irony** – When the audience knows more than the characters; writers exploit this to build drama.

*Think: Scary movies*

* **Oxymoron –** A figure of speech that combines two contradictory elements.

*Think: Jumbo shrimp, organized mess*

**Close-reading Questions**

1. What **dramatic irony** can you identify in Juliet’s opening **soliloquy** (page 155)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At first, who does Juliet think is dead? How does she react (page 157)? Pull a quote out.

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1. When she finds out who really died:
   1. How does she initially react at the bottom of page 159? Find one **oxymoron** explain the effect of using an **oxymoron** to describe this person.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. How does she react afterward on the bottom of page 161 and top of page 163?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part B: Juliet’s Emotional Roller Coaster**

Coming of age stories involve young characters who are just learning how **to deal with the intense emotions** and **experiences** of young adulthood. At times the characters seem to be on an emotional roller coaster. In Act III, Romeo and Juliet both **experience a broad range of emotions**. **For example,** one minute Juliet is anxiously awaiting a message from her love, and the next she is grieving her cousin’s death.

**Your task:** In groups of 3,chart Juliet’s emotions in this scene.

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Create a list of **significant events** that reveal Juliet’s emotions (at least **five**)
* List at least **FIVE emotions** (*happy, angry, etc.*)

Incidents in the story that reveal Juliet’s emotions



Emotion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Emotion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Emotion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Emotion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Emotion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Explain **why** the emotions change. What do her reactions reveal about her character?