



Sharon Draper

Romiette and Julio

Overview

Romiette and Julio, which is based loosely on *Romeo and Juliet*, shares a common theme with Shakespeare's play: the tension between destiny and chance. Students will begin by learning about the concept of theme in fiction. As they read the novel, students will learn about the original play, make connections between the works, and track the theme of destiny versus chance in *Romiette and Julio*.

Students will enjoy activities that personally engage them with the book, including conducting personal research for a persuasive essay on the value of horoscopes and creating a teen dialect/chat dictionary. They will also explore character development and plot as they discuss ethical issues such as dealing with peer pressure and being honest with family members.

Getting Started

Lesson Objectives

At the conclusion of this lesson, students will be able to:

- Complete a KWL (What I Know/What I Want to Know/What I Learned) chart
- Rewrite an existing text in a different dialect in order to compare and contrast dialect and Standard English
- Research and write a nonfiction argument
- Create a Venn diagram that compares and contrasts characters' attitudes and actions
- Write a new chapter that is consistent with the plot, character development, mood, and setting already established in the novel
- Successfully complete an assessment that measures reading comprehension and ability to use terms and reading strategies taught in this lesson

Grade Level Indicators

In meeting the above lesson objectives, students will:

- A** Use the text to demonstrate reading comprehension strategies, including the ability to make predictions, recall and summarize important ideas and supporting details, and make inferences
- D** Identify and explain the writer’s technique in describing characters, characters’ interactions and conflicts, and how these interactions and conflicts affect the plot
- G** Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas
- H** Use available technology to compose text
- I** Publish writing for display or for sharing with others
- J** Write informational essays or reports (including research) that present a literal understanding of the topic; pose relevant and tightly drawn questions that engage the reader; provide a clear and accurate perspective on the subject; create an organizing structure appropriate to the purpose, audience, and context; and support the main ideas with facts, details, examples and explanations from sources

Reading Strategies

Understanding Theme, Drawing Conclusions, Predicting

Time Required: 15 class periods or more

This lesson will take approximately 15 class periods (approximately 45 minutes each) to complete, assuming that students will be able to complete assigned readings for homework. More time will be needed if all reading must occur during class time.

Activity	Pacing	Activity	Pacing
Background Knowledge.....	45 minutes	Chapters 34-37.....	45 minutes
Understanding Theme.....	45 minutes	Chapters 38-41.....	45 minutes
Chapters 1-4.....	45 minutes	Chapters 42-47.....	45 minutes
Chapters 5-9.....	45 minutes	Writing Activity.....	45 minutes
Chapters 10-14.....	45 minutes	Chapters 48-54.....	45 minutes
Chapters 15-20.....	45 minutes	Chapters 55-62.....	45 minutes
Chapters 21-27.....	45 minutes	Assessment.....	45 minutes
Chapters 28-33.....	45 minutes		

Materials Needed

- Student copies of *Romiette and Julio*
- Student copies of the Novel Glossary (found on page 191 of this Instructor’s Guide)
- Chalkboard or whiteboard



Information on Sharon Draper can be found at <http://www.ohio-readingroadtrip.org/draper.html>

- Large paper for charts, or blank overhead transparencies
- Index cards

Additional Resources

- (optional) Access to computers with word-processing and printing capability
- (optional) Internet access
- (optional) Access to a photocopier
- (optional) Age-appropriate books about William Shakespeare's life and works
- (optional) *The Ohio Reading Road Trip Instructional DVD/videocassette*, television monitor, DVD player or VCR
- A film version of *Romeo and Juliet*

Prepare to Learn

Prior to reading, students should be introduced to William Shakespeare and the plot of *Romeo and Juliet*. On the board or using a transparency, present the following chart. Through class discussion, complete the “K” (“what they already know”) column of the chart for William Shakespeare and *Romeo and Juliet*. After students list what they know, ask them what they want to know and add this information to the “W” column of the chart. Some of the information that they “want to know” will be discussed in class. Items that are not presented or learned through introductory material may become further research opportunities for advanced students.

Depending upon your time and/or access to the Internet, the “L” (Learned) column may be completed either through direct instruction (lecture) or through Internet research by individuals or small groups.

Know	Want To Know	Learned



TEACHING TIP

Because “*Romeo and Juliet*” is frequently taught in grade nine, you might work with a ninth-grade English teacher to find resources that will help your students now and prepare them to read the play at a later date.



TECHNOLOGY LINK

An interview with Sharon Draper appears on the *Ohio Reading Road Trip Instructional DVD/videocassette*. In the interview, Draper discusses how she used Shakespeare's play as a model for her novel.

Students' KWL charts will determine the specific research needed to complete the "What I Learned" column. Some possibilities include investigating blank verse, why people still read Shakespeare's plays, why most people know the basic story of *Romeo and Juliet*, why so little is known about Shakespeare's life, etc. Be sure to complete the "L" column on the chart soon after research is completed.

Understanding Theme

As Shakespeare did in *Romeo and Juliet*, Sharon Draper uses the theme of destiny in *Romiette and Julio*. Explain to students that a theme is a universal statement with which readers as well as characters can identify. It may be helpful to think of theme as a topic that comes up again and again. Examples of themes include the quest for independence, the struggle between good and evil, the tension between appearance and reality, etc.

One theme found in *Romiette and Julio* is the tension between chance and destiny. (*Chance* refers to the unpredictability of events that occur randomly, with no apparent cause. *Destiny* is an inevitable, predetermined course of events.)

Read the prologue of *Romeo and Juliet* to students. Explain that Shakespeare tells us from the start that this is a tragedy and that Romeo and Juliet will die in the end. He describes them as "star-crossed lovers." Middle school students will probably need you to explain that Shakespeare is saying that Romeo and Juliet were destined for tragedy, that it was "written in the stars."

Optional Activity

You may choose to show clips from a film version of *Romeo and Juliet* throughout the lesson. Baz Lurhmann's 1996 version, *William Shakespeare's Romeo + Juliet* (with Leonardo DiCaprio and Claire Danes) is excellent for this, and because of the contemporary setting and familiar actors, students will probably be responsive to this version. However, the film is rated PG-13, so be sure to watch it on your own before showing clips to students, as it does contain violence and suggestive scenes. Most of the clips listed below will probably be acceptable for classroom use, but you know what is best for your class and your students. Showing clips, as opposed to the whole film, is generally a more effective technique.

Clips to show from the film:

- Prologue. The film uses the media (TV news) to present the prologue, which is a good connection with Sharon Draper's use of the media throughout her novel. This clip is at the very beginning of the film.
- Masquerade and Romeo and Juliet's first meeting: Start movie at 25:30 (on the tape/DVD counter) and show through 34:40.
- Balcony Scene: 36:20 to 45:00.



Students should read a summary of "Romeo and Juliet" (or a version of the play that is written at grade level) before reading "Romiette and Julio."

Information about William Shakespeare and his work, written to be accessible to middle school students, can be found in:

"Shakespeare: His Work and His World" by Michael Rosen, illustrated by Robert Ingpen. (Candlewick Press, 2001, ISBN# 0763615684)

"Tales from Shakespeare" by Charles Lamb and Mary Lamb (Random House, 1999, ISBN# 0517205742)

"Beautiful Stories from Shakespeare for Children" edited by E. Nesbitt (Smithmark Publishing, 1997, ISBN# 0765194902)

- Tybalt confronting Romeo, Mercutio, and Benvolio; Tybalt's death (very violent scene): 59:00 to 1:10:30.
- Death of Romeo and Juliet: 1:42:00 to the end of the film.

Discussion Questions

- Do you think that life is ruled more by chance or destiny? Why?
- Have you ever had an experience that you think was destiny (meeting your best friend, narrowly missing a serious accident, etc.)? Explain.

Prepare to Read

Prior to beginning the novel, tell students that, as they read, they should look for evidence of the theme of destiny. After reading each section, students will share any ideas from the novel that support the theme. Encourage students to be very specific and to take notes as they read. In their notebooks, they should quote lines from the novel and be able to refer to page numbers. Transfer these quotes and page numbers to a chart that has the heading "Destiny." Post the chart in the classroom.

You might also want to keep a second chart on which students record similarities and differences between *Romeo and Juliet* (film version or excerpts) and *Romiette and Julio*.

Research Activity: Horoscope Journal

Later in the lesson, students will write a persuasive essay on the entertainment value or believability of horoscopes. Before they take a side on this issue, ask students to conduct some research. Tell them: *Spend two weeks reading your horoscope every day. In your notebook, record what your horoscope said as well as a few sentences about how accurate or inaccurate it was. You may also want to consult a few astrology books to learn more about your astrological sign, then compare and contrast what you read with your real life. Do the descriptions of personality and interests for your astrological sign match who you really are?*

Ask students to answer these questions each day in their horoscope journals:

- How well did your daily horoscope fit your experience today? Explain. Give evidence.
- Do you find yourself thinking about your horoscope throughout the day? How does it impact your daily experience?



TEACHING TIP

Each section of instruction is accompanied by a vocabulary list.

Some approaches to helping students add these words to their personal speaking and writing vocabularies:

- Create a word wall with the vocabulary from the novel. Organize the words based on their parts of speech.
- Give bonus points or other incentives when students use the vocabulary in speaking and/or writing.

More suggestions for using vocabulary appear on page 184.

Chapters 1-4

Discussion Questions

- The novel begins with Romiette’s nightmare of fire and water. Do you think this dream will be important in the novel? Why or why not?
- What is the effect of including the journal, which is written from a first-person point of view?
- Why do you think Sharon Draper chose to include Romiette’s journal entry in type that looks like handwriting, instead of simply explaining or paraphrasing what Romiette wrote?

Destiny Chart

Add supporting details to the Destiny chart

- Romiette’s dream may be a sign of things to come
- Romiette’s best friend is named Destiny
- Julio loves water: “Water was like his second skin . . .” (page 12)

Pre-Assessment: Point of View

Before assigning the following activity, be sure that students understand the concept of point of view. This may be as simple as a pretest in which you ask:

- What is point of view?
- How is a story told from a first-person point of view different from a story told from a third-person point of view?
- What is the difference between omniscient third-person point of view and limited third-person point of view?
- What pronouns are a sign that a story is being told from a first-person point of view?

Two Versions of One Event: Activity

Chapters Three and Four each describe the first day back to school after Christmas break. In fact, these two chapters describe the same scene. Both scenes are narrated from a third-person point of view, but represent two different perspectives/experiences: Romiette’s and Julio’s. Carefully reexamine these chapters. Ask students to work in small groups to write a list of passages that provides evidence that these two chapters are exactly the same scene.

When all groups are finished, create a class list of things that appear in both chapters that prove the same scene is being described. (*Possible answers: page 9: Ebony screams, “Put me down, Marcus!”; page 10: “Fight! Fight! Two dudes goin’ at it!”; page 10: “Romiette never even glanced toward the crowd that surrounded a kid with green hair and a new boy that nobody had seen before”; page 15: “One girl squealed loudly as a boy picked her up and lifted her over his head. She yelled, ‘Put me down, Marcus!’”; page 15: “A tall, freckled boy wearing two safety pins as earrings . . . and bright green hair”; page 16: “‘Fight! Fight!’ somebody yelled . . .”*)

Ask students why they think the author chose this strategy for introducing us to Julio and Romiette at school.



Chapters 1-4

Anglo
Atlantis
confide
dignitaries
flamboyant
guerilla
intrigue

Definitions for these words can be found in the Novel Glossary on page 191.



Additional instruction for point of view can be found in the Relevant Literary Terms section which begins on page 185.

Chapters 5-9

Discussion Question

- What does the chat room conversation in Chapters 7 and 8 show the reader about teen culture? Explain by comparing and contrasting how young people generally use the Internet with how older people generally use it.

Teenage Dialect and Internet Chat Rooms Activity

Throughout the novel, the author develops convincing teenage characters through the use of dialect in the characters' speech. Like the characters, many of us switch between Standard English and different dialects, depending on whether we are with friends, immediate family members, grandparents, or people we don't know very well. Explain to students that the slang that they use while "chatting" on the Internet and in notes to their friends is a form of dialect. Ask students:

- Why is it important to be able to switch between Standard English and the dialect we use with our closest friends? (*Possible answers: Standard English is understood by the majority in society; sometimes dialect allows us to express ourselves more clearly with our friends.*)

List examples of "teen" dialect used in the novel, and ask students to explain the meaning of each phrase. Students will need to go back to the novel and reread the examples in the context of the sentence or paragraph. (*Possible examples: page 19: "This is the bomb!" and "You got me bent!"; page 26: "You got spice, man."*)

Write Now!

As a class, brainstorm examples of slang and abbreviations that students use while chatting on the Internet or in writing notes to their friends. Remind students that all words/phrases must be appropriate for school. Record these words on the board.

1. Divide the words evenly among small groups of students. Provide an index card for each word, but tell students to write on only one side. Students should work together to define the term/phrase, identify the part of speech, and use the word in context (a sentence or a brief chat sample). Illustrations may be helpful.
2. (*optional*) Organize all terms in alphabetical order, and copy. Allow students to design a cover for the dictionary. Students may vote for their favorite cover design. You may want to copy enough dictionaries for everyone in the class, especially if you plan to use the teen slang extension activities found at the *Ohio Reading Road Trip* website.



Chapters 5-9

astrologer
incredulous
karma
lure
mutilated
terminal

Definitions for these words can be found in the Novel Glossary on page 191.



Share stories that you have seen on the news or have read about in newspaper and magazine articles showing that Destiny's concerns about Internet stalkers are valid.



Visit <http://www.ohioreadingroadtrip.org/draper.html> for information on protecting yourself on the Internet.

More activities that connect writing to teen slang can be found at <http://www.ohioreadingroadtrip.org/draper.html>

Chapters 10-14

Discussion Questions

- In Chapter 10 (pages 41–43), Julio encounters gang members who threaten him simply because he is Hispanic. They call him derogatory terms that upset him, and he walks away questioning how he is seen by others in this new place. What is your response to this situation? Did Julio handle the situation appropriately? What advice would you give to Julio?
- The issue of ethnicity and race comes up again when Romiette and Destiny are talking in Chapter 14, page 56. In talking to Destiny, Romiette mentions that she and Julio hadn't noticed each other's race. Destiny responds, "Good, that's the way the world ought to be." What inference can we make about the author's opinion about this issue, based on Destiny's comment?

Chapters 15-20

Prior to reading this section of the novel, tell students that there are many details in it that connect with Romiette's nightmare in Chapter 1. Review students' inferences and the predictions they made as they looked for the theme of destiny early in their reading. Tell them that, when they find proof that something they suspected may come true or does come true, the earlier clues are known as *foreshadowing*.

As students read Chapters 15–20, have them note details that support their inferences/predictions. Encourage students to adjust their predictions based on each day's reading. These details may also support the theme of destiny introduced in pre-reading. After reading, share the quotes and page numbers that students find with the whole class. Be sure to record them on the board or on a piece of chart paper.

Details that connect with Romiette's nightmare and/or the theme of destiny:

- Page 60: Julio says, "One weakness—she can't swim—but that's OK, I can teach her . . ." Romiette's dream is about drowning. Perhaps something will happen when Julio is teaching her how to swim.
- Page 63: Julio writes, "I feel like I've known you forever and I want to know you forever more." This supports the idea of destiny.
- Page 63: Romiette writes, "If you had to die by fire or by water, which would you choose?" Her question relates directly to the nightmare she has been having.
- Page 68: "But his father sighed once more as he left Julio's room, as if he sensed trouble." This is an example of foreshadowing: it hints at the possibility of bad things to come.

Discussion Questions

- On page 68, Julio's father reacts strongly to the knowledge that Romiette is black. Why do you think he reacts as he does? What is your response to his reaction?



Chapters 10-14

agitate
astonished
derision
interstellar
vibes

Definitions for these words can be found in the Novel Glossary on page 191.



Chapters 15-20

boutique
extraordinaire
intricate
Kente cloth
liit
metropolitan
saunter
sensibility
straggle
sullen

Definitions for these words can be found in the Novel Glossary on page 191.

- In her journal, Romiette writes about Rashad and Terrell, two boys who “hang with the gangbangers.” She explains that her lunch with Julio was ruined when Rashad and Terrell stopped at their table and stared at them. Should Romiette be concerned about them? Explain.
- In Chapter 20, Romiette is working at her mother’s boutique when Malaka, her old friend, stops in. Review their encounter on pages 78–80. Based on your reading, what inferences can you make about Malaka? What predictions can you make based on these inferences?

Chapters 21-27

Discussion Questions

- When the Devil Dogs approach Romiette and Julio in the cafeteria, Romi and Julio leap onto the table and start dancing. Do you think this is an effective way to deal with the gang? Why or why not?
- In Chapter 25, Romiette experiences the nightmare again. This time she figures out that the voice she hears is Julio’s. Destiny is convinced that Romiette will figure out what it means. Do you have any new predictions based on Romiette’s dream and her conversation with Destiny?
- Did you notice any other details that support the theme of destiny? If so, what did you notice? How does it support the theme?
- On page 84, Romiette thinks about her encounter with Malaka. Review what Romi says to Julio. Are you able to support your inference about Malaka? Explain.

Hyperbole Activity

Hyperbole is an extreme exaggeration that a writer uses for emphasis to help the reader understand a character’s strong emotions and/or to visualize events that are unusually intense. Remember that, since hyperbole is an exaggeration, the image should not be taken literally. Read these examples of hyperbole and explain what Sharon Draper means by this figurative language.

- Julio’s voice melted her socks.
- “I think I’ll go to class on time today and give the teacher a heart attack.”

Ask students how many other examples of hyperbole they can list. (You might make this question extra credit or a game.)

Differentiated Learning: Additional Instruction

If students need more practice with hyperbole, then put them in small groups in which they brainstorm expressions they have heard that use hyperbole. Start them off with an example such as “I’m so hungry I could eat a horse,” or “She was so angry that steam came out of her ears.”



TECHNOLOGY LINK

Information on tolerance and a related activity that can be used at your school can be found at <http://www.ohioreadingroadtrip.org/draper.html>



VOCABULARY

Chapters 21-27

cultivate
demented
muse
timid

Definitions for these words can be found in the Novel Glossary on page 191.

Chapters 28-33

Discussion Questions

- What does Ben mean when he says (page 103), “[The Devildogs] have no poetry—they have no individuality. They’re just parts of a large, dirty organism, like that alien monster thing in that *Star Trek* movie—unthinking, but very, very dangerous”?
- In Chapter 29, Romiette speaks with Malaka. Were your predictions about Malaka correct? Explain by pointing out details that prove your prediction was correct.
- In Chapter 32, Julio and his father get into an argument over Julio’s relationship with Romiette. Discuss the points that each of them raise during the argument, without taking either character’s side. Do they both have good points? Why or why not?

Write Now!

The theme of destiny versus fate is brought to the reader’s attention again and again through references to Romiette’s nightmare and Destiny’s penchant for astrology. Destiny is convinced that the stars are the key to the future because they rule matters of the human heart, while Romiette is more skeptical.

Now that students have tracked their horoscopes for two weeks, they should be prepared to answer these questions and take a stance on whether horoscopes are useful or just for entertainment.

- Do you fit the description of your zodiac sign? To what extent? What parts of that description are true for you? What parts are not true for you?
- Do you agree with Romiette that reading your horoscope is pure entertainment because it is so general that it can apply to anyone? Or do you agree with Destiny, who believes that our lives are ruled by the planets and the stars and that we should read our horoscopes because they give us knowledge that we need in our daily lives?

Now write a persuasive letter or essay, either for Romiette’s position on horoscopes or for Destiny’s position. Use evidence from your research journal to support the position you selected.

Chapters 34-37

Discussion Questions

- Do you think that the plan devised by Ben, Destiny, Romiette, and Julio to catch the Devil Dogs is a good plan? Why or why not?
- If you had the chance to give Romiette and Julio advice for dealing with the gang, what would you tell them? Explain why you would give them this advice.



Chapters 28-33

bigot
fervor
grimace
illumination
intern
iridescent
mariachi
retort
sojourn

Definitions for these words can be found in the Novel Glossary on page 191.



You may want to use the Ohio Graduation Test 6-Point writing rubric, found on page 183, to assess student writing.



Chapters 34-37

enticing
intuition
palatable
perceptive
proliferation

Definitions for these words can be found in the Novel Glossary on page 191.

Chapters 38-41

Prior to reading, tell students that in this section, the friends will put their plan to fool the Devil Dogs into action. Have students predict whether the plan will be successful and explain their predictions.

Remind students that Romiette’s mother and father have no idea that their daughter is facing gangs on a daily basis, even though this situation is very frightening for her.

Discussion Questions

- How would you describe Romiette’s relationship with her parents? What evidence can you find in the novel to support your description? (Possible answers: pages 90–91: Romi writes, “My dad is going to have it really rough when I finally leave home. He and I are very close. He still calls me his little angel”; page 129: “Romi was glad her mother was so perceptive. It was easier than having to tell her everything. Lots of times she just depended on her mother’s intuition to figure things out. Then they’d talk about it.”)
- If the family has such a close relationship, why doesn’t her father know about the problems with the Devil Dogs? Do you think it is common for children who are very close to their parents to keep secrets from them? Is it wise? Explain.

Chapters 42-47

Compare and Contrast: Make a Venn Diagram

In this section, the narrator shares each family’s experience as they wait for news about their children. Some chapters focus on the Capelles, other chapters focus on the Montagues, and still others show the parents interacting. By detailing both families’ experiences, the reader is able to see how each family deals with their missing child.

Students should answer these questions about both sets of parents: How did both sets of parents find out their children were missing? What is the first thing they do after this? What do they assume happened? Whom do they blame? How do they feel? How do they act toward each other?

Ask students to use their answers to make a Venn diagram that compares and contrasts Julio’s parents, the Montagues, with Romiette’s parents, the Capelles. You might give an example, marking the Venn diagram appropriately, such as “The Montagues suspect that Romiette is part of a gang; the Capelles think that Romi must be the victim of an Internet stalker; and both sets of parents feel their children are responsible.”

Mood and Setting Activity

Now that Romiette and Julio are missing, the mood and setting have changed. Have students skim Chapters 42–47 and jot down descriptions of the new setting. Ask them how the new setting affects the mood of this section.



Chapters 38-41

consternation
exhilaration
malicious

Definitions for these words can be found in the Novel Glossary on page 191.



Chapters 42-47

acknowledge
anguish
bristle
defy
entreat
impassive
jangling
resignation
scoffed

Definitions for these words can be found in the Novel Glossary on page 191.



Definitions for setting and mood appear in the Relevant Literary Terms section which begins on page 185.

Write Now!

Students should be cautioned to not read ahead. At the end of Chapter 47, the police have clues: a keychain with Romiette’s initials and news that a boat is missing from the boathouse.

Students will write the next chapter. Ask them: *Where are Romiette and Julio? Will the ending be tragic or joyful? What happened?*

As they begin writing, ask students to do the following

- Consider whose point of view will be presented. Romiette’s? Julio’s? The Devil Dogs’? Ben’s? Destiny’s? The police? Or a third-person omniscient point of view?
- Remember to stay true to the author’s plot and character development. Events in your chapter must connect to what has already occurred.
- Maintain the mood and setting that the author has established.
- Be sure to use both narration and dialogue.

Tell students to be prepared to read their writing to their classmates. You may want to require students to type their work on a computer and revise it for display in the classroom as well.

Chapters 48-54

Discussion Questions

- In this section, we learn that Romiette’s dream did become a reality. Do you believe that dreams have meaning in our daily lives? Have you ever had a dream that came true? What does Romiette’s dream becoming reality say about the theme of destiny?
- In this novel, was it possible for Romiette to change the course of events? Explain.

Chapters 55-62

Write Now!

Ask students to write a short essay that compares and contrasts their ending with the ending presented in the novel.

Exploration of Theme Activity

Throughout the novel, students have been examining the theme of destiny (not the character Destiny) and gathering examples from the novel that support this theme. Use this as a starting point for discussion. After reviewing evidence collected throughout the novel, the class should discuss the theme of destiny in *Romiette and Julio*.



Chapters 48-54

alleged
confines
dejected
diminish
douse
gaunt
hypothermia
muffled
plight
sentinel
solemn
stature
writhe

Definitions for these words can be found in the Novel Glossary on page 191.



Chapters 55-62

cordial
engulfed
hampered
speculation
wry

Definitions for these words can be found in the Novel Glossary on page 191.

Remind students that a theme is a universal statement about something that recurs in a book. We cannot disagree with theme. For example, “destiny” is just a concept. Theme can, however, lead to a message, or lesson, that the author wants the reader to learn. For example, you might feel that the theme of destiny contains a message to keep trying to make the best possible decisions.

Ask students to offer ideas about what the author is trying to say or what message is contained within the theme of destiny. Explain to students that, while destiny is one theme in *Romiette and Julio*, other themes are found in it as well, including the role that family plays in a young person’s life, the need for friendship, the quest for love, and the quest for harmony between groups of people. Ask students to find examples of these themes. Then ask them to offer ideas of what the author may be trying to say about each theme based on those examples.

Assessment

A test that measures students’ reading comprehension can be found on the following pages.



Visit <http://www.ohioreadingroadtrip.org/draper.html> for an extension activity that asks students to investigate the media’s potential role in the sensationalizing of news stories.



Answers for questions 1-19 of the test:

- | | |
|-------|-------|
| 1. d | 11. b |
| 2. e | 12. 3 |
| 3. h | 13. 1 |
| 4. a | 14. 1 |
| 5. c | 15. 3 |
| 6. f | 16. 3 |
| 7. i | 17. b |
| 8. g | 18. c |
| 9. b | 19. a |
| 10. a | |

Name _____ Date _____

Sharon Draper

Romiette and Julio

Directions: Match each term with the appropriate definition below.

- | | |
|----------------------|--|
| 1. ___ hyperbole | a. Something that happens with no apparent cause; luck |
| 2. ___ alliteration | b. The perspective from which a story is told |
| 3. ___ dialect | c. A type of literature |
| 4. ___ chance | d. An extreme exaggeration that a writer uses for emphasis |
| 5. ___ genre | e. Repetition of the beginning consonant sound |
| 6. ___ irony | f. A literary technique involving surprising, interesting, or amusing contradictions |
| 7. ___ mood | g. The inevitable or fate; it cannot be changed |
| 8. ___ destiny | h. The way people talk in different regions or groups |
| 9. ___ point of view | i. The feeling created in a literary work |

Point of view can be broken into two major categories: first-person and third-person. These categories can be distinguished by the pronouns used in the narration.

Directions: Answer the following questions about point of view.

10. ___ Which pronouns are evidence that first-person point of view is being used?
- I and me
 - He and she
 - You and they
11. ___ Which pronouns are evidence that third-person point of view is being used?
- I and me
 - He and she
 - You and they

Romiette and Julio Test continued

Directions: Carefully examine the following examples from *Romiette and Julio* and decide if each example is first-person point of view or third-person point of view. Label each example of first-person with a number 1 and each example of third-person with a number 3.

12. _____ Romiette hoped it would snow all day and all night, enough to call school off for tomorrow.
13. _____ My name is Romiette Renee Capelle. I am brown like the earth and tall and slim like a poplar tree.
14. _____ I'm like you. There's lots more that I think is important besides money. Puppies for one.
15. _____ Cornell Capelle was in no mood for humorous coincidences. He looked at Luis Montague with distrust.
16. _____ Julio awakened and smelled roses—lots of roses. For a moment he couldn't remember anything.

Directions: Throughout the novel, the mood changes to reflect the situation and experiences of the characters. Carefully read each passage from the novel and choose the answer which best describes the mood of the passage.

17. The Cappelles sat huddled together in their darkened living room. The storm raged outside, and their fears raged inside. Cornell had picked his wife up at the station after the newscast, and even though she didn't want to leave, he had convinced her that nothing more could be done there tonight.

The mood of this passage is _____.

- a. joyful
- b. fearful
- c. soothing

18. Romi and Destiny finished the dishes and tossed a bag of popcorn into the microwave. Romi's mom peeked into the kitchen. "I love it when you come over, Destiny. It's the only time I can be sure Romi will do the dishes!"

The mood of this passage is _____.

- a. tense
- b. eerie
- c. playful

19. The water thundered into her ears, forced itself down her throat, and burned its way into her nose, her lungs, her brain. This water was fierce and deadly—no cool, gentle waves, but hot, choking, liquid flames, sucking the breath of life from her.

The mood of this passage is _____.

- a. urgent
- b. happy
- c. soothing

