

ACKNOWLEDGEMENTS

This publication draws on the EMC's *Romeo and Juliet: Classroom Materials* (1994) by Sabrina Broadbent and Emma Henderson

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Cover image: Claire Danes and Leonardo DiCaprio in *Romeo and Juliet*, d. Baz Luhrmann (1996). Photo credit: 20th Century Fox/The Kobal Collections/Morton, Merrick, J

Published by the English and Media Centre, 18 Compton Terrace, London, N1 2UN

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ISBN: 978-1-906101-07-7

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Introduction and Notes

This publication draws on a range of active approaches to bring the play to life as a drama text and to encourage students to engage with Shakespeare's language and themes. The resources are divided into the following sections:

- Before reading activities
- Ongoing activities
- Activities for before, during and after reading each act
- After reading activities (including ideas for end of unit assignments)
- Writing about the play at KS3 and KS4
- 30 *Romeo and Juliet* teaching ideas
- A4 versions of the images included in the material for use on a whiteboard.

This is not intended to be an exhaustive scene-by-scene guide. Instead it highlights interesting and important moments in the play.

The icon  **IWB** indicates that there is version of the activity designed for use with the interactive whiteboard. These activities are provided in ActivStudio3 (for Promethean boards), Notebook (for SMART boards) and in PowerPoint (for use on any board).

Text extracts are from the Heinemann Shakespeare hardback edition ed. J. Seeley.

Resources on the Internet (checked November 2008)

No Fear Shakespeare

Shakespeare's language side-by-side with a facing-page translation into modern English.
<http://nfs.sparknotes.com/>

Royal Shakespeare Company resources on *Romeo and Juliet*

<http://www.rsc.org.uk/romeo/home/home.html>

National Theatre *Romeo and Juliet* workpack

<http://www.nationaltheatre.org.uk/40325/past-productions/download-a-free-resource.html>

Shakespeare's Globe resources on *Romeo and Juliet*

<http://www.globelink.org/2008season/touring/romeoandjuliet/>

<http://www.globelink.org/resourcecentre/romeoandjuliet2004/>

The Shakespeare Gallery – pictorial resources

<http://smartmuseum.uchicago.edu/education/shakespeare/index.html>

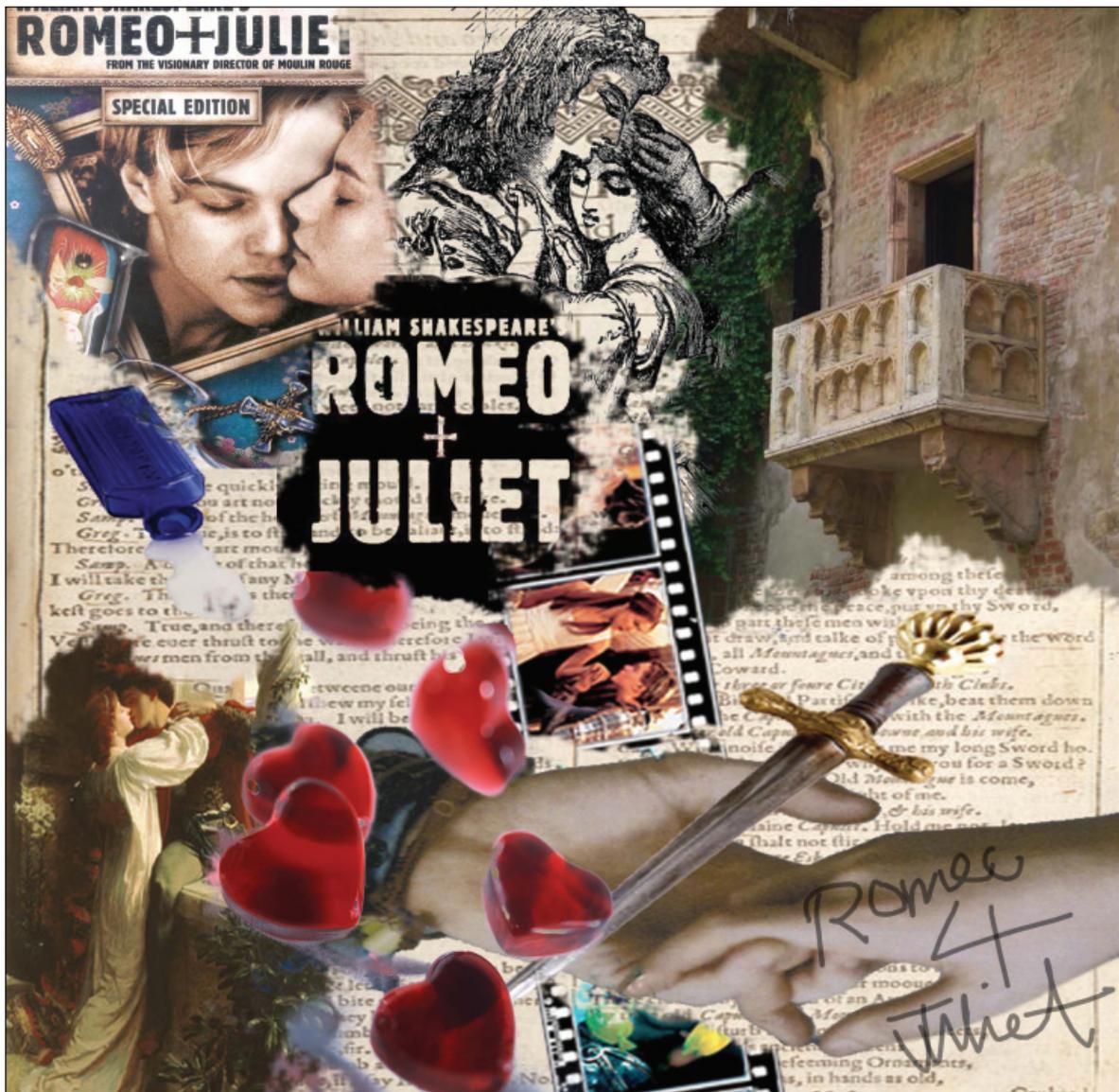
Answers to 'Matchmaking – Different Romeos, Different Juliets' (pages 30-32): 1+B; 2+A; 3+D; 4+C

Before Reading Activities

What You Already Know IWB

Shakespeare and his plays have been so popular for so long that he turns up all over the place and in all sorts of ways. Everything in this montage has something to do with *Romeo and Juliet*.

- In small groups, look carefully at this montage. Talk about what you see, where it might come from and what connection it might have to *Romeo and Juliet*.
- In small groups, make a spidergram showing everything you already know or can guess about the play *Romeo and Juliet*.
- As a class, discuss what you think it is about the story of *Romeo and Juliet* that has made it so popular in so many different ways.



Cheering and Groaning Summary

You are going to look at the rise and fall of the two main families in the play (the Montagues and the Capulets) and of the two main characters – Romeo, who is a Montague, and Juliet, who is a Capulet.

- Divide the class into two halves: Montagues and Capulets. Each half is then going to divide again. The Montague side will have a group representing Romeo and a group representing the rest of his family. The Capulet side will have a group representing Juliet and a group representing the rest of her family.
- Now form pairs or threes within your large groups.
- In your pair or three, read through the plot summary. At each 'PAUSE' decide whether things seem to be getting better, worse, or staying the same for your family or character. You could make a note to remind you of your decision with (↓) for getting worse, (↑) for getting better and (↔) for staying the same.
- In your pair or three, make a banner with the name of the family or character you represent.
- The two halves of the class should now face each other. Your teacher will read the plot summary aloud, stopping at each 'PAUSE'. When your teacher pauses, cheer for your family or character and wave your banner if things seem to be going well for them. If things seem to be getting worse, lower the banner sadly and groan or weep. If things are staying about the same, stay quiet.
- After the reading, discuss what you have noticed about the way the families' and the characters' fortunes rise and fall.

Plot summary

1	In a city called Verona live two families who hate each other and are constantly fighting. The families are called the Montagues and the Capulets. One day an argument between servants from the rival houses develops into a full-scale riot. The Prince is forced to step in. He gives Lord Montague and Lord Capulet a talking to for not controlling their families and threatens a sentence of death on anyone who fights in the streets of Verona.	PAUSE	
2	Romeo, the only son of Lord and Lady Montague, manages to miss the fighting, much to the relief of his parents.	PAUSE	

BEFORE READING

3	Romeo is too busy being miserable because the woman he loves, Rosaline, does not love him. Even his parents and his best friend, Benvolio, are worried about him.	PAUSE	
4	Meanwhile, a wealthy, important and well-liked potential husband has been found for Juliet, the only daughter of Lord and Lady Capulet. Juliet's father promises to throw a fantastic party that evening so that the two can meet.	PAUSE	
5	That evening, Romeo and his friends gate-crash the party given by the Capulets. Juliet's cousin, Tybalt, recognises Romeo and threatens him.	PAUSE	
6	Fortunately the calming words of Lord Capulet prevent Tybalt from challenging Romeo to a fight and ruining the party.	PAUSE	
7	Romeo and Juliet meet, without anyone knowing. It is love at first sight.	PAUSE	
8	The two young lovers are afraid to tell their parents that they love each other. Juliet says that her father will kill Romeo if they are found out.	PAUSE	
9	They decide to marry in secret and the next day they are married by Friar Lawrence who believes that their relationship could help the two families come together and stop fighting.	PAUSE	
10	On the way back from his wedding, Romeo meets his friends Benvolio and Mercutio. They have been arguing with Tybalt. Tybalt challenges Romeo to a sword fight.	PAUSE	
11	Romeo holds back. Everyone is puzzled by Romeo's behaviour, not knowing about the secret wedding which makes him part of Capulet family now, as well as a Montague.	PAUSE	
12	Mercutio, Romeo's friend and a relative of the Prince of Verona, takes up the challenge instead and he and Tybalt fight. Tybalt kills Mercutio by accident and flees.	PAUSE	
13	Romeo, angry at the death of his friend, hunts down Tybalt and kills him.	PAUSE	

BEFORE READING

14	Lady Capulet calls for Romeo to be sentenced to death, as the Prince threatened.	PAUSE	
15	The Prince is angry, but does not sentence Romeo to death. Instead, he tells him to leave Verona and never return.	PAUSE	
16	Juliet is told that her lover has killed her cousin. She grieves for Tybalt but her love for Romeo is even stronger. What will she do when he has to leave?	PAUSE	
17	Romeo goes to Friar Lawrence to hide. The Friar tells him that he is going to be banished from Verona. He feels like killing himself: he cannot imagine being parted from Juliet and is sorry to have caused her grief by killing her cousin.	PAUSE	
18	Instead Romeo is persuaded to run away to Mantua and to wait for news of Juliet.	PAUSE	
19	Juliet's father decides she should be married to Paris in three days' time. He does not know she is already married! Juliet says she will not marry Paris and this causes a terrible argument with her parents.	PAUSE	
20	Before he leaves, Romeo spends one last night with Juliet. In the morning they can hardly bear to part, but know that Romeo will be killed if he does not leave Verona immediately.	PAUSE	
21	Juliet goes to Friar Lawrence for help. He has a plan. Juliet is to drink something that will make her seem dead for two days. Then her family will lay her in the Capulet tomb. When she wakes, Romeo will be there and they will go away together.	PAUSE	
22	Things go wrong. Romeo never gets the message explaining the plan so he thinks Juliet really is dead. He poisons himself. Juliet wakes up and finds Romeo dead beside her. She stabs herself with his dagger.	PAUSE	
23	The two families are full of sorrow. They are ashamed that their children died because of the feud between the families. They make up the quarrel and become friends.	PAUSE	

Film Versions

- Read the three lists of words below, each of which describes a different film version of *Romeo and Juliet*.
- In a pair discuss what impression of the play you get from each list.
- As a class talk about what impression of the play each one gives.

1

famous old narrow hot lovers hatred young brief
bright laughter tears quarrels kisses fury tenderness

2

stunned gamble winning insight durable international
classic modern vitality stunning unknowns nominations

3

brilliant wildly inventive dazzling unforgettable contemporary
urban beach youthful futuristic spellbinding unconventional

- Now read the publicity blurbs from the three films (below) and then, with your partner, discuss the questions that follow.
 - What does each blurb seem to emphasise about the play?
 - What similarities and differences do you notice between the blurbs?
 - What kind of audience do you think is being targeted by each film version?
 - From the reviews, which film version would you choose to watch? Why?

1

This is the most famous love story in the world. Set in old Verona, where streets were narrow, walls were high and the sun was hot, and young men, bright as wasps, wore swords for their stings, it tells of a pair of lovers destroyed by the hatred of their rival families. Although it is a tragedy, it is a play of almost as much laughter as tears; although it is a love story, it is a play of as many quarrels as kisses and as much fury as tenderness in its brief journey from the bedchamber to the tomb.

2

Italian director Franco Zeffirelli (*Hamlet*) stunned the screen world when he cast two young unknowns to portray the star-crossed lovers in *Romeo and Juliet*, but it was a gamble that resulted in one of the most popular motion pictures of our time, winning international acclaim and four Academy Award nominations. Shakespeare's classic romance comes to stunning visual life in a modern, young person's interpretation, bringing new vitality and a fresh insight to the most durable love story ever written.

3

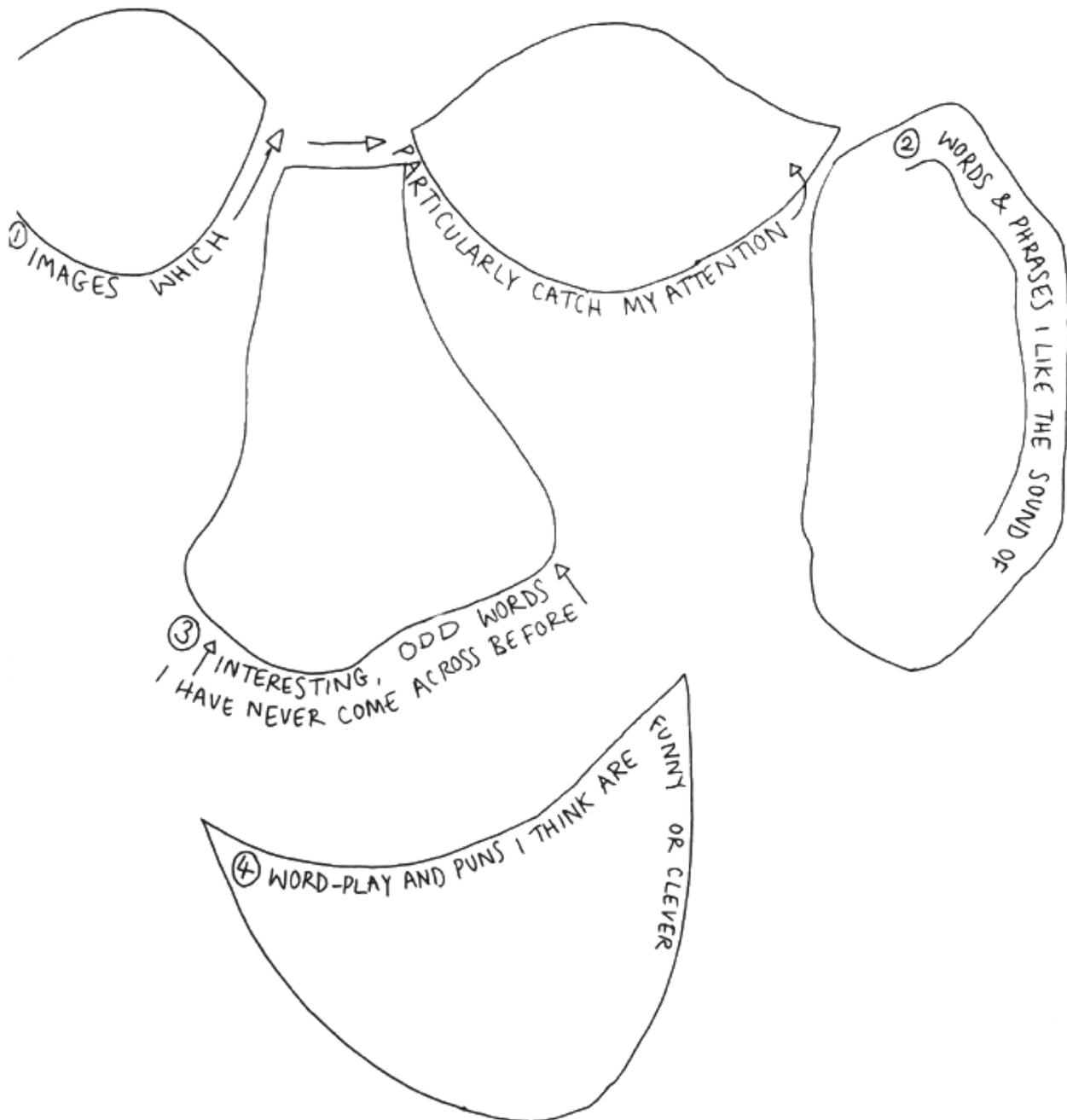
This brilliant and contemporary retelling of the world's most tragic love affair makes this wildly inventive *Romeo and Juliet* unforgettable. Baz Luhrmann's dazzling and unconventional adaptation of William Shakespeare's classic love story is spellbinding. Leonardo DiCaprio and Claire Danes portray Romeo and Juliet, the youthful star-crossed lovers of the past. But the setting has been moved from its Elizabethan origins to the futuristic urban backdrop of Verona Beach.

Ongoing Activities

Looking at Language

This activity is a bit like keeping a reading log, except it looks just at language.

- Copy this face chart, to keep track of different sorts of language in *Romeo and Juliet* that you notice. One per act is plenty.



Images

Shakespeare is famous for the images he uses in his plays. To help bring meaning to life, he often uses a comparison or a word picture. For example:

I have night's cloak to hide me from their eyes

Romeo, Act 2, Scene 2

What, wilt thou wash him from his grave with tears?

Lady Capulet, Act 3, Scene 5

- Collect your own examples as you work through the play. Work in groups of four. Each person should choose one of the groups of images to concentrate on.

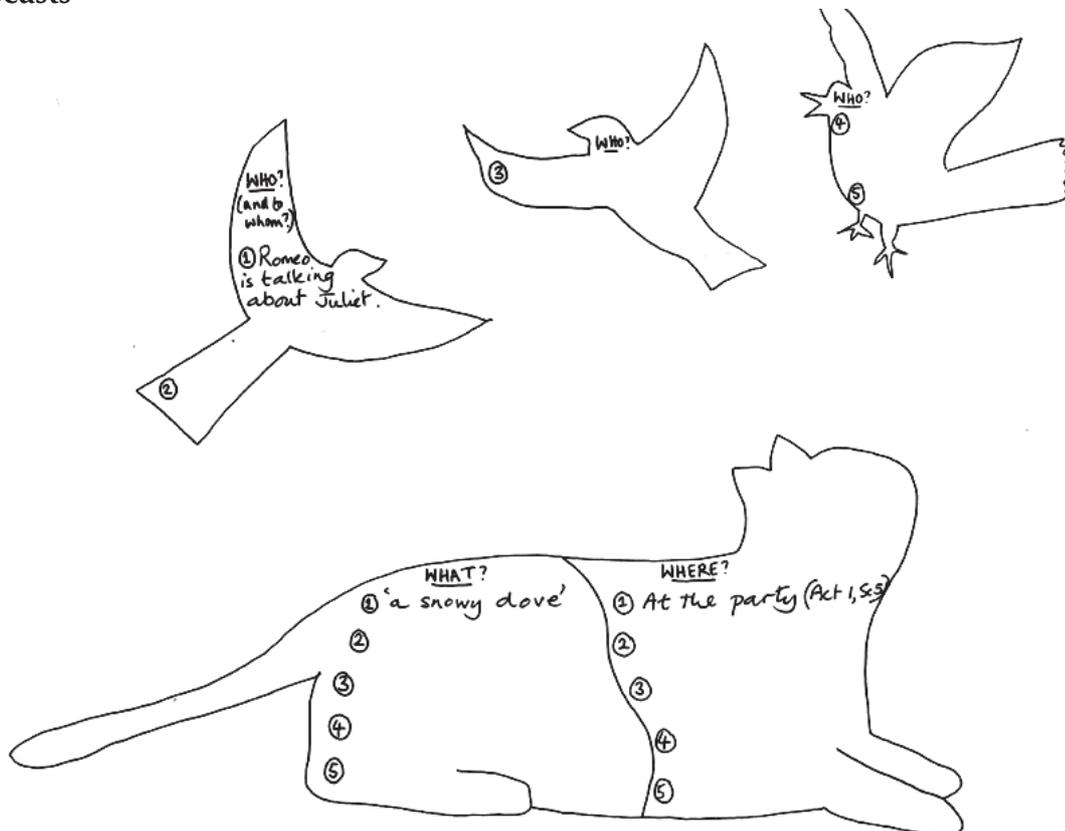
- **Beasts:** images referring to animals and birds.
- **Bodies:** images referring to parts of the body.
- **Bites:** images referring to food.
- **Botany:** images referring to plants, trees and flowers.

- Copy the image charts to record up to five examples of each type of image.

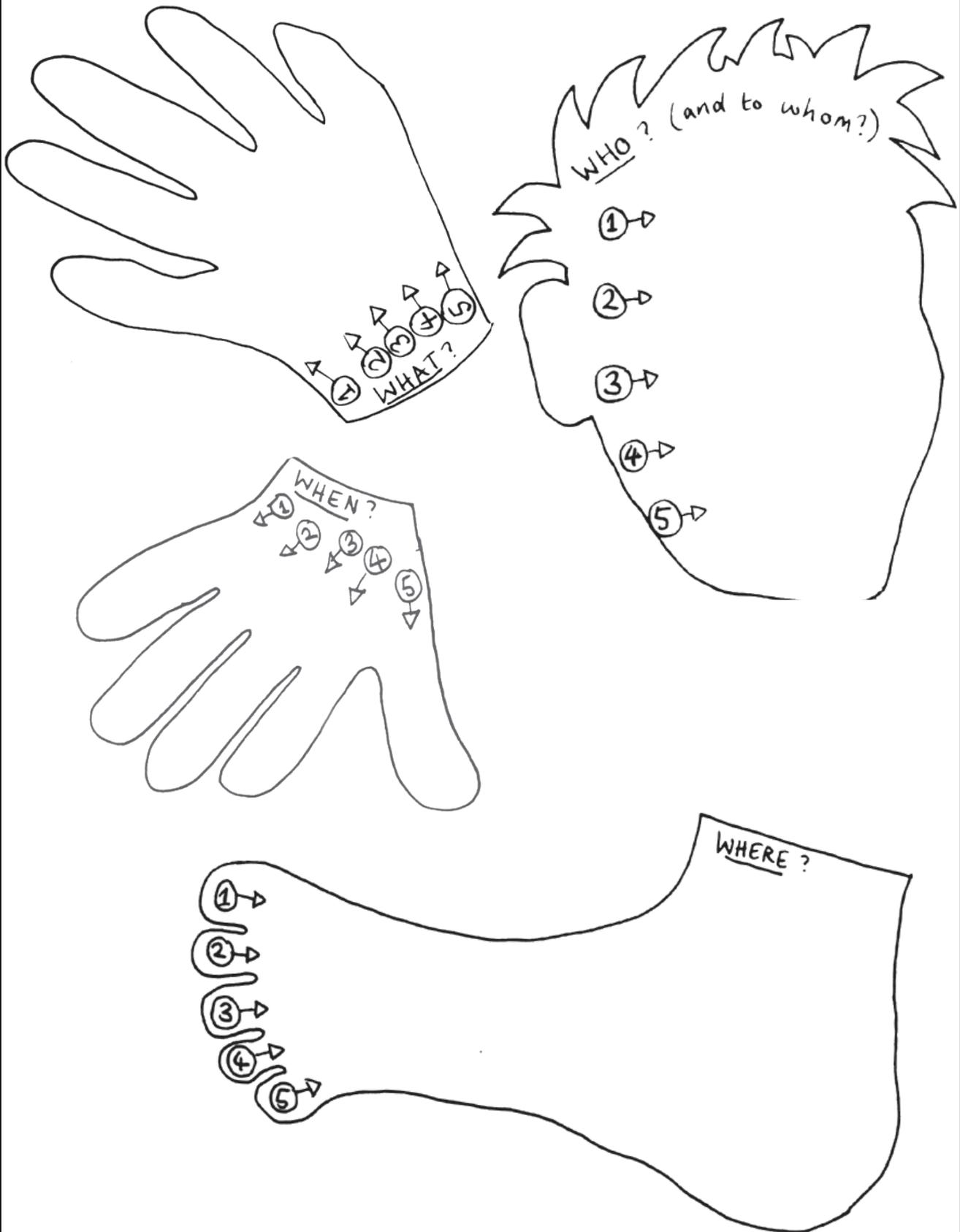
Some examples have been done for you.

- At the end of each act and at the end of the play, pool your findings and, in your group, see if you can spot any patterns in Shakespeare's use of imagery. For example, are certain characters or ideas linked to certain images?

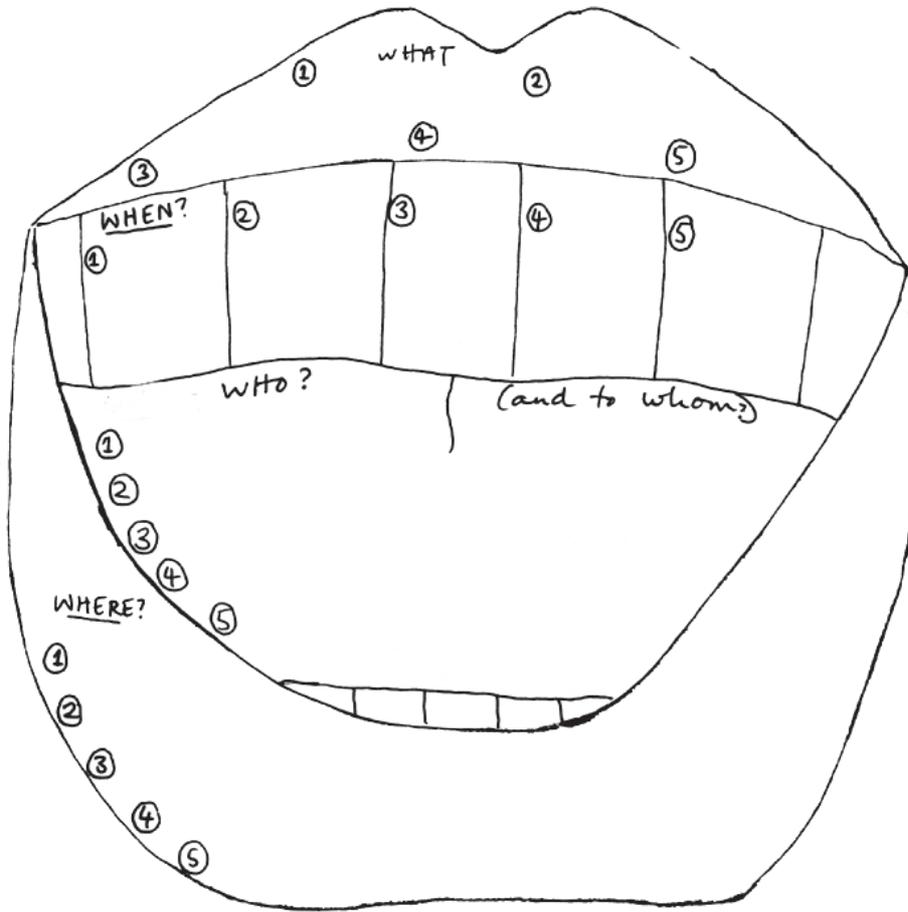
1. Beasts



2. Bodies



3. Bites



4. Botany

