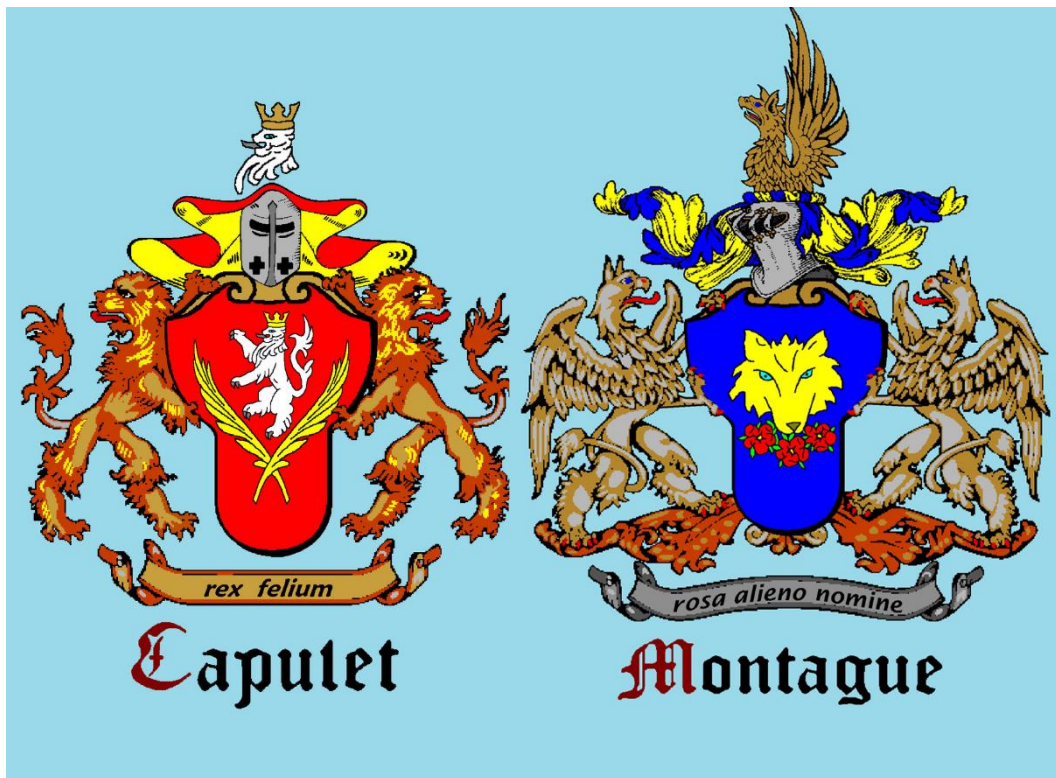


Romeo and Juliet BLB

Year 9 English

Autumn A



Lesson 1: Romeo and Juliet Context

L/I: To explore the context of Romeo and Juliet

1. What are the connotations of the word comedy?
2. What are the connotations of the word tragedy?

Why were a girl's husband and father important in Shakespearean times?

Lecția 1: Contextul Romeo și Julieta

L/I: Pentru a explora contextul Romeo și Julieta

Care sunt conotațiile cuvântului comedie?

Care sunt conotațiile cuvântului tragedie?

De ce erau importanți soțul și tatăl unei fete în vremurile vechi?

3.

Elizabethan Theatres

Just like today, theatre tickets cost different amounts depending on where you sat. Merchants could buy stools in boxes next to the stage, which were expensive but not too flashy. Nobles bought seats on the stage because they could be seen by the whole audience. They went to the theatre to show off their clothes and be admired by the lower classes. A seat in the gallery on the first or second floor cost two or three pennies, and for a penny more you could have a cushion. Even poor people could afford to go to the theatre – a standing ticket in front of the stage cost just one penny. People who stood were called 'groundlings'. Despite this, many plays were only performed once or twice as it was often the same people who attended the theatre on a regular basis, and it was therefore difficult to draw an audience. The audience might buy apples to eat. If they didn't like the play, the audience threw them at the actors! This is where our idea of throwing tomatoes comes from. There was a lot of pressure on plays to succeed; many plays tell you what is going to happen at the end (e.g. Macbeth and Romeo and Juliet) in order to maintain audience attention.

Teatrele Elisabetan La fel ca și astăzi, biletele la teatru costă sume diferite în funcție de locul în care te-ai așezat. Negustorii puteau cumpăra scaune în cutiile de lângă scenă, care erau scumpe, dar nu prea ostentativ. Nobilii au cumpărat locuri pe scenă pentru că puteau fi văzuți de întregul public. S-au dus la teatru să-și arate hainele și să fie admirați de clasele inferioare. Un loc în galeria de la primul sau al doilea etaj costa doi sau trei mărunțiș, și pentru un ban mai mult ai putea avea o pernă. Chiar și oamenii săraci și-ar putea permite să meargă la teatru – un bilet în picioare în fața scenei costă doar un ban. Oamenii care stăteau se numeau "împământeni". În ciuda acestui fapt, multe piese au fost jucate doar o dată sau de două ori, deoarece a fost adesea aceiași oameni care au participat la teatru în mod regulat și, prin urmare, a fost dificil să atragă un public. Publicul ar putea cumpăra mere pentru a mânca. Dacă nu le-a plăcut piesa, publicul i-a aruncat la actori! De aici vine ideea noastră de a arunca roșii. A fost multă presiune pe joacă pentru a reuși; multe piese de teatru vă spun ce se va întâmpla la final (de exemplu, Macbeth și Romeo și Julieta) pentru a menține atenția publicului.

Religion in Shakespearean Times

Almost everyone in England in Shakespeare's day was Christian. Everyone would go to church on a Sunday, or even more often. Most people believed in Hell as a very real place, and that the Devil was a specific person. In Shakespeare's time the law said that you had to go to church every week. Queen Elizabeth I's father, Henry VIII, broke away from the Catholic Church in Rome and became head of the Church in England. Across Northern Europe at this time groups of people 'protested' against the Roman Catholic Church - they were known as 'Protestants'. They did not obey the Pope. In England people were martyred on both sides. They were often burnt at the stake. Because religion was so closely associated with politics, playwrights had to be very careful. Shakespeare avoids talking directly about Christianity, but throughout his plays we see references to Heaven and Hell. Elizabethans believed that God set out an order for everything in the universe. This was known as the Great Chain of Being. On Earth, God created a social order for everybody and chose where you belonged. In other words, the king or queen was in charge because God put them there and they were only answerable to God (the Divine Right of Kings). This meant that disobeying the monarch was a sin, which was handy for keeping people in their place! It also led to the idea that if the wrong person were monarch everything would go wrong for a country, including whether the crops would be good, or if animals behaved as they should. The Elizabethans were very superstitious.

Religia în vremurile shakespeariană Aproape toată lumea din Anglia, pe vremea lui Shakespeare, era creștină. Toată lumea mergea la biserică într-o duminică, sau chiar mai des. Cei mai mulți oameni au crezut în Iad ca un loc foarte real, și că Diavolul a fost o anumită persoană. Pe vremea lui Shakespeare legea spunea că trebuie să mergi la biserică în fiecare săptămână. Tatăl reginei Elisabeta I, Henric al VIII-lea, s-a despărțit de Biserica Catolică din Roma și a devenit șeful Bisericii din Anglia. În Europa de Nord, în acest moment, grupuri de oameni au "protestat" împotriva Bisericii Romano-Catolice - erau cunoscuți sub numele de "protestanți". Ei nu s-au supus Papei. În Anglia oamenii au fost martirizați de ambele părți. De multe ori erau arși pe rug. Pentru că religia era atât de strâns asociată cu politica, dramaturgii trebuiau să fie foarte atenți. Shakespeare evită să vorbească direct despre creștinism, dar de-a lungul pieselor sale vedem referiri la Rai și Iad. Elisabetanii credeau că Dumnezeu a stabilit o ordine pentru tot ceea ce este în univers. Acest lucru a fost cunoscut sub numele de Marele Lanț al Firii. Pe Pământ, Dumnezeu a creat o ordine socială pentru toată lumea și a ales unde vă este locul. Cu alte cuvinte, regele sau regina a fost responsabilă pentru că Dumnezeu i-a pus acolo și ei au răspuns doar în față de Dumnezeu (Dreptul Divin al Regilor). Acest lucru însemna că neascultarea monarhului era un păcat, care era la îndemână pentru păstrarea oamenilor în locul lor! De asemenea, a dus la ideea că, dacă persoana greșită ar fi monarh, totul ar merge prost pentru o țară, inclusiv dacă culturile ar fi bune sau dacă animalele s-ar comporta așa cum ar trebui. Elisabetanii erau foarte superstițioși.

Answer the following questions relating to the above extracts (DART).

Elizabethan Theatre

- Who bought seats on the stage?
- What name was given to those who stood?
- How often were plays performed?
- Why was this?
- Why do plays tell the audience what is going to happen at the start?

Religion in Shakespearian Times

- What religion were almost all people in Shakespearian times?
- What did the law say about church?
- What did Henry VIII do?
- Why did playwrights have to be careful?
- What was the Great Chain of Being?

Social Context: A Patriarchal Society

A patriarchal society is one that is ruled by men, and in which the fathers are of prime importance. This was common in Renaissance times and Capulet exemplifies this in the play. He has absolute power over his wife and daughter – or so he thinks. The male head of the household would hold all family wealth and land and girls would be expected to grow up to become wives and mothers. We can see this in the way Capulet gives orders to Lady Capulet and Juliet. He is also much older than Lady Capulet (we learn she married him as a young girl).

Social Context: The Family Feud

In the Prologue, we learn that Romeo and Juliet come from warring households. We are never told what their quarrel is about, only that it is bitter enough for a man like Tybalt to always be prepared to fight a Montague. The instant attraction between the lovers immediately plunges them into the bitterness of family feuding. The love of a man and woman is made to seem wrong simply because they are trapped between two violently quarrelling families.

Cultural Context: Young Love

Juliet is fourteen, Romeo is a couple of years older. Even with the different life expectancy of sixteenth century Europeans, this was still rather young for marriage. Paris's interest in marrying Juliet (A2 S2) has a dramatic purpose, giving urgency to the story and even possibly forcing Juliet into considering marriage to Romeo on their second meeting.

Răspundeți la următoarele întrebări referitoare la extrasele de mai sus (DART). Contextul social: O societate patriarhală O societate patriarhală este una condusă de oameni și în care părinții sunt de primă importanță. Acest lucru a fost comun în vremurile Renașterii și Capulet exemplifică acest lucru în piesă. El are putere absolută asupra soției și fiicei sale - sau așa crede el. Șeful de sex masculin al gospodăriei ar deține toate averea familiei și terenuri și fetele ar fi de așteptat să crească până să devină soții și mame. Putem vedea acest lucru în modul în care Capulet dă ordine doamnelor Capulet și Julietei. El este, de asemenea, mult mai în vârstă decât Lady Capulet (aflăm că s-a căsătorit cu el în tinerețe). Contextul social: Conflictul familial În Prolog, aflăm că Romeo și Julieta provin din gospodării aflate în război. Nu ni se spune niciodată despre ceartă este vorba, doar că este suficient de amar pentru ca un om ca Tybalt să fie întotdeauna pregătit să lupte cu

un Montague. Atracția instantanee dintre îndrăgostiți îi aruncă imediat în amărăciunea certurilor familiale. Dragostea dintre un bărbat și o femeie este făcută să pară greșită doar pentru că sunt prinși între două familii care se ceartă violent. Context cultural: Young Love Julieta are paisprezece ani, Romeo este cu câțiva ani mai în vârstă. Chiar și cu speranța de viață diferită a europenilor din secolul al XVI-lea, acest lucru era încă destul de tânăr pentru căsătorie. Interesul Parisului de a se căsători cu Julieta (A2 S2) are un scop dramatic, dând urgență poveștii și chiar forțând-o pe Julieta să se căsătorească cu Romeo la a doua lor întâlnire.

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-crossed lovers take their life,
Whose misadventured piteous overthrows
Doth with their death bury their parents' strife.
The fearful passage of their death-marked love
And the continuance of their parents' rage,
Which, but their children's end, naught 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.

How does Shakespeare use the prologue to present the context of Romeo and Juliet? (DIP)

Lesson 2: The Family Feud

L/I: To respond creatively to the text

1. What is a patriarchal society?
2. Why were marriage and family important in Elizabethan times?
3. Why does the prologue of Romeo and Juliet tell us what the play is going to be about?

Read Act 1 Scene 1. Are the following characters Montagues, Capulets or neutral?

Sampson, Gregory, Abraham, Benvolio, Tybalt, Officer, Capulet, Lady Capulet, Montague, Lady Montague, Prince, Romeo

Re-read lines 50-82 (DART).

What happens? Where does it happen? When does it happen? Who is involved? Why does it happen? Use the following quotes to help you:

Quotes from the scene:

Gregory: 'Draw thy tool, here comes two of the house of Montagues.'

Gregory: 'The quarrel is between our masters, and us their men'

Abraham: 'Do you bite your thumb at us, sir?

Sampson: 'Draw if you be men. Gregory, remember thy washing blow.

Benvolio: 'Part, fools! Put up your swords, you know not what you do.'

Tybalt: 'What, drawn and talk of peace? I hate the word, as I hate hell, all Montagues, and thee. Have at thee, coward!'

Write a newspaper article about the fight that breaks out in Act 1 Scene 1 (DIP).

Features of a Newspaper Article



Headline



Opening paragraph explaining what happened – who, what, where, when



2-3 further paragraphs explaining what happened in more detail



Paragraph describing the historical background of the feud



Quotes from eyewitnesses



What is going to happen next

- Verona was in shock last night after...
- The fighting broke out when...
- Screams and shouts could be heard...

- Opinions differ on who was to blame between...
- This is the latest in a long line of incidents between...
- Eyewitnesses were appalled to see...
- Speaking to this newspaper, ... said, '...'
- It is hoped the two families...
- This was a highly undignified incident because...
- Lords Montague and Capulet will no doubt...

Lesson 3: Meeting Juliet

L/I: To place the introduction of Juliet within the Shakespearian context

1. What did Act 1 Scene 1 show about loyalty?
2. How was social class presented?

Read Act 1 Scene 2. What does Paris want? Why is Capulet unsure? What compromise do they agree?

Read Act 1 Scene 3. Who is in control of the interaction? How long has the nurse known Juliet? What does Lady Capulet tell Juliet?

Read the following quotes from Act 1 Scene 3. What do they show us about Juliet? (DART)

'Nurse, give leave awhile, we must talk in secret. Nurse, come back again, I have remembered me, thou's hear our counsel. Thou knowest my daughter's of a pretty age' (Lady Capulet)

'It is an honour that I do not dream of' (Juliet)

'Well, think of marriage now. Younger than you, here in Verona, ladies of esteem, are made already mothers. By my count, I was your mother much upon these years that you are now a maid. The valiant Paris seeks you for his love' (Lady Capulet)

'Madam, the guests are come, supper served up, you called, my young lady asked for, the Nurse cursed in the pantry' (Peter)

How are women presented in Act 1 Scenes 2 and 3? (DIP)

Lesson 4: The Nurse

L/I: To analyse the presentation of minor characters

1. What is a protagonist?
2. What is an antagonist?
3. What is the purpose of minor characters?

The Nurse in Romeo and Juliet (DART)

As the Capulet family are of a high social class, they employed the Nurse to be Juliet's wet nurse. It was the nurse's role to take care of Juliet and to breastfeed her from birth. This was common for wealthy families in Elizabethan times.

The Nurse's main role in the play is that of a secondary mother figure for Juliet. As the nurse looked after Juliet from her birth, they have more of an intimate connection than she and her biological mother do. This is presented through their relationship and how different it is to Juliet and Lady Capulet's. The Nurse clearly enjoys a closer relationship with Juliet than Lady Capulet does. This isn't surprising, given the amount of responsibility she had in caring for Juliet since her birth. The Nurse's affection for Juliet stems from the fact that she had a daughter named Susan who was the same age as Juliet, but who died young. Thus, just as she is a surrogate mother for Juliet, so too is Juliet a surrogate daughter for the Nurse.

The Nurse is one of the few characters in the play who explicitly wish for Juliet's happiness. In addition to being emotionally supportive, the Nurse also works actively to ensure Juliet's good fortune, as when she serves as the go-between that enables Juliet's secret courtship with Romeo.

1. What social class are the Capulet family?
2. What roles are played by the nurse?
3. How does the nurse's relationship with Juliet compare with Lady Capulet?
4. Why does the nurse feel this way?
5. What does the nurse want?

Read Act 1 Scene 4. What kind of mood is Romeo in during this scene? Why does he feel this way?

Read Act 1 Scene 5. What happens when Romeo meets Juliet? What problems does this create? What role does the nurse play in this scene?

Write from the perspective of the nurse (DIP).

What has happened during Act 1? How do you feel about Juliet? How do you feel about Lady Capulet? How do you feel about Romeo?

Lesson 5: The Balcony Scene

L/I: To analyse Shakespeare's use of language and imagery

The Copernican Theory was the theory published in 1543 by Copernicus which stated that the earth and the planets rotated around the sun. This opposed the previously believed Ptolemaic system which stated that the earth was at the centre of the universe.

Read Act 2 Scene 1. What does the chorus do at the start of this scene? Why? Why is Mercutio taunting Romeo?

Read Act 2 Scene 2. What do Romeo and Juliet say to each other? What is the problem they face? What do they agree at the end of the scene? Why is this scene so famous? How does it reflect the context of the time?

Read Romeo's monologue (DART). Underline any words from the semantic field of light. What do they show about his views on Juliet?

But, soft! what light through yonder window breaks?
 It is the east, and Juliet is the sun.
 Arise, fair sun, and kill the envious moon,
 Who is already sick and pale with grief,
 That thou her maid art far more fair than she:
 Be not her maid, since she is envious;
 Her vestal livery is but sick and green
 And none but fools do wear it; cast it off.
 It is my lady, O, it is my love!
 O, that she knew she were!
 She speaks yet she says nothing: what of that?
 Her eye discourses; I will answer it.
 I am too bold, 'tis not to me she speaks:
 Two of the fairest stars in all the heaven,
 Having some business, do entreat her eyes
 To twinkle in their spheres till they return.
 What if her eyes were there, they in her head?
 The brightness of her cheek would shame those stars,
 As daylight doth a lamp; her eyes in heaven
 Would through the airy region stream so bright
 That birds would sing and think it were not night.
 See, how she leans her cheek upon her hand!
 O, that I were a glove upon that hand,
 That I might touch that cheek!

But wait, what's that light in the window over there? It is the east, and Juliet is the sun. Rise up, beautiful sun, and kill the jealous moon. The moon is already sick and pale with grief because you, Juliet, her maid, are more beautiful than she. Don't be her maid, because she is jealous. Virginity makes her look sick and green. Only fools hold on to their virginity. Let it go. Oh, there's my lady! Oh, it is my love. Oh, I wish she knew how much I love her. She's talking, but she's not saying anything. So what? Her eyes are saying something. I will answer them. I am too bold. She's not talking to me. Two of the brightest stars in the whole sky had to go away on business, and they're asking her eyes to twinkle in their places until they return. What if her eyes were in the sky and the stars were in her head?— The brightness of her cheeks would outshine the stars the way the sun outshines a lamp. If her eyes were in the night sky, they would shine so brightly through space that birds would start singing, thinking her light was the light of day. Look how she leans her hand on her cheek. Oh, I wish I was the glove on that hand so that I could touch that cheek.

How does Shakespeare use language to describe Romeo and Juliet's love? (DIP)

Lesson 6: Romeo

L/I: To analyse Shakespeare's presentation of Romeo through his interactions with others

1. What happened in the balcony scene?
2. What is the problem with this?
3. What do you know about the nurse?

Read Act 2 Scene 3. Why does Romeo visit Friar Lawrence? What does this tell us about him? How is this similar to Juliet's relationship with her nurse?

Read Act 2 Scene 4. Why does the nurse visit Romeo? How does he behave towards her? Why does he do this? What does this tell us about him?

Find a quote which shows how Romeo interacts with each of the following characters (DART):

- Juliet
- Friar Lawrence
- Benvolio and Mercutio
- The Nurse

What do these quotes show us about Romeo?

How do they reflect the context in which the play was written?

How does Shakespeare present Romeo? (DIP)

Lesson 7: Marriage

L/I: The link the presentation of marriage to the context in which the play was written

1. Why was marriage important in Elizabethan times?
2. What did society think of men and women who did not marry?
3. Who had the final say on whether a marriage took place?

Gender Roles in Shakespearian Times (DART)

From the outset of Christianity, Eve was created from Adam's rib to be his helper. Original sin is the result of Adam and Eve's disobedience to God when they ate a forbidden fruit in the Garden of Eden and some historical interpretations blamed Eve, and therefore women, for this. Furthermore, a review of the prominent late 19th-century biological writings reveals that a major plank of early evolution theory was the belief that women were intellectually and physically inferior to men.

In Elizabethan times women belonged to their fathers (or their brothers if their father died), and then to their husbands. Women could not own property of their own. This is one of the reasons Queen Elizabeth never married – she did not want to give up her power to a man.

Women were allowed to marry from the age of 12 in Shakespeare's time, but often only women from wealthy families would marry so young. In the play *Romeo and Juliet*, Juliet is 13, but her mother says by that age she was already married with a child. Many marriages were arranged for the good of the family and small children might be 'betrothed' to each other in order to join the families together before they were old enough to get married. Men had to be able to support a household when they married.

1. Why was Eve created?
2. What did early evolution theory believe about women?
3. Who did women belong to in Elizabethan times?
4. What reason is given for Queen Elizabeth never marrying?
5. Why was marriage important in Shakespearian times?

Read Act 2 Scene 5. What does Juliet want to know her? Why does the nurse delay telling her?

Read Act 2 Scene 6. Why is Romeo anxious before Juliet arrives? What does the Friar lead Romeo and Juliet off to do?

Copy the following and complete with the attitudes to marriage of each of these characters:

Romeo, Juliet, Paris, Lord Montague, Lady Capulet, the Nurse, the Friar

Character	What do they want to happen?	Why (think context)

Choose one of the characters in your table. Write from their perspective about the events in the play up to now and their views on what they want to happen next (DIP)

Lesson 8: Conflict in Romeo and Juliet

L/I: To evaluate the presentation of conflict

Read the two extracts below:

The Prologue

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-crossed lovers take their life,
Whose misadventured piteous overthrows
Doth with their death bury their parents' strife.
The fearful passage of their death-marked love
And the continuance of their parents' rage,
Which, but their children's end, naught 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.

Act 2 Prologue

Now old desire doth in his deathbed lie,
And young affection gapes to be his heir;
That fair for which love groaned for and would die,
With tender Juliet matched is now not fair.
Now Romeo is beloved and loved again,
Alike bewitched by the charm of looks,
But to his foe he must complain,
And she steal love's sweet bait from fearful hooks.
Being held a foe, he may not have access
To breathe such vows as lovers use to swear,
And she as much in love, her means much less
To meet her beloved anywhere.
But passion lends them power, time means, to meet,
Tempering extremities with extreme sweet.

1. Where in the two extracts does conflict appear?
2. How have the events in the play made this more complicated?
3. What do you notice about the form of the two prologues?

The Sonnet (History and Forms) (DART)

A sonnet is 14-line poem with a variable rhyme scheme originating in Italy and brought to England in the 16th century. Literally a “little song,” the sonnet traditionally reflects upon a single sentiment, with a clarification or “turn” of thought in its concluding lines. There are many different types of sonnets:

The Petrarchan sonnet, perfected by the Italian poet Petrarch, divides the 14 lines into two sections: an eight-line stanza (octave) rhyming ABBAABBA, and a six-line stanza (sestet) rhyming CDCDCD or CDECDE.

The Italian sonnet is an English variation on the traditional Petrarchan version. The octave's rhyme scheme is preserved, but the sestet rhymes CDDCEE.

The English (or Shakespearean) sonnet condenses the 14 lines into one stanza of three quatrains and a concluding couplet, with a rhyme scheme of ABABCD CDEFEFGG.

1. How many lines are in a sonnet?
2. What does the word sonnet translate to in English?
3. What is the difference between an octave and a sestet?
4. What is the rhyme scheme of a Petrarchan sonnet?
5. What does a Shakespearean sonnet end with?
6. Why do poets use strict poetic forms?

Read Act 3 Scene 1. What does Benvolio want to do? What escalates the situation? What happens to Tybalt? What happens to Romeo and the two families?

Evaluation

Evaluation (noun)- the making of a judgement about the amount, number, or value of something; assessment.

How **successful** is Shakespeare at creating **conflict** in this extract?

Opening (how does the extract start?)

Events (things that happen in the extract)

Characters (who is in the extract)

Setting (where does the extract take place)

Dialogue (what is said in the extract)

Identify one of each of these five things.

Write it in your book.

How does it show conflict?

The language paper 1 evaluation question

- By describing the setting as...the writer effectively... as it makes the reader feel/think/believe...
- This impression is then further reinforced by the writer's presentation of... . For example...This clearly suggests the idea that...
- The dialogue between...is effectively used to create... especially when the writer states...
- The theme is then further developed when... Overall, the combination of these two examples is a highly effective way of... as it makes the reader feel/think/believe...
- The writer is clearly trying to convey the idea that... through the presentation of...
- Another event that is highly significant in terms of creating a sense of fear is... as it successfully reveals to the reader... This is powerful because...

Remember to use
evaluative
language:
PECS
Powerfully
Effectively
Clearly
Successfully

As well as...
Well, appropriately,
considerably etc

How successful is Shakespeare at creating conflict in this extract? (DIP)

Think about:

- How the extract starts
- What happens in the extract?
- Who is in the extract?
- Where the extract takes place
- What is said in the extract?

Lesson 9: Juliet's Perspective

L/I: To consider the events in the play from the perspective of Juliet

1. Who does Juliet want to marry?
2. Who else wants to marry Juliet?
3. Who will decide?

Read Act 3 Scene 2. What is Juliet waiting to find out? Why is the darkness of the night her friend? Why is the nurse so upset? What news does she pass on to Juliet? Why is this a conflict of loyalties for Juliet? What is the significance of the nurse and Juliet talking alone?

Read Act 3 Scene 3. Why does Romeo believe he might as well be dead? What does the nurse tell him? What does he try to do? What does she give him? What do they arrange? Why are the roles played by the nurse and Friar Lawrence significant?

Read Act 3 Scene 4. What does Capulet tell Paris? Why is Juliet's absence significant?

Re-read Act 3 Scene 2 Lines 1-137 (DART) and complete the table:

Lines	What is Juliet thinking?	How do we know?
1-35		
36-51	Is Romeo dead? Has he killed himself?	'Hath Romeo slain himself?' 'If he be slain say 'ay''
52-60		
61-68		
69-85		
86-95		
96-111		
112-126		
127-137		

Write from the perspective of Juliet (DIP).

- How are you feeling about Romeo?
- What do you think of Paris?
- What do you think of your parents?
- How has the nurse helped you?
- What do you want to happen next?

Lesson 10: The Capulet Family

L/I: To analyse the father-daughter relationship between Juliet and Lord Capulet

1. What happened in Act 3 Scene 4?
2. Why will this lead to conflict between Juliet and her father?
3. What does the body language in this image suggest about Act 3 Scene 5?

Fathers and Daughters (DART)

In Shakespeare's time, daughters of respectable families, like Juliet, could expect their fathers to have a significant involvement in choosing their future husband. This reflected the lower position of women in a male-led society, and particularly the traditional view that daughters were an object owned by their fathers and could be used in marriage to forge useful alliances. Children were expected to honour and obey their parents in all aspects of their lives.

Lord Capulet is the head of the Capulet household and people look up to him, as he has great power and social responsibility. He hosts the Capulet party and fuels the conflict between the Montague and the Capulet households. As Capulet usually gets his own way, he is shocked that Juliet refuses to obey his orders - this causes him to become stubborn and to declare she is no daughter of his.

1. What adjective is used to describe families 'like the Capulets'?
2. What was the purpose of marriage?
3. What were children expected to do?
4. Why do people look up to Lord Capulet?
5. What shocks Capulet?
6. Object, owned and obey – how can these three words be used to summarise father-daughter relationships in Elizabethan times?

Read Act 3 Scene 5. The Scene can be divided into the five sections outlined in the table below. How does Juliet's mood change throughout these different sections?

Section	Juliet's Thoughts and Feelings
Romeo and Juliet	
Lady Capulet brings news of the wedding	
Juliet rejects the idea	
Capulet enters and there is an argument	
Capulet leaves – Juliet is left with the nurse	

CAPULET

Soft! take me with you, take me with you, wife.
How! will she none? doth she not give us thanks?
Is she not proud? doth she not count her blest,
Unworthy as she is, that we have wrought
So worthy a gentleman to be her bridegroom?

JULIET

Not proud, you have; but thankful, that you have:
Proud can I never be of what I hate;
But thankful even for hate, that is meant love.

CAPULET

How now, how now, chop-logic! What is this?
'Proud,' and 'I thank you,' and 'I thank you not;'
And yet 'not proud,' mistress minion, you,
Thank me no thankings, nor, proud me no prouds,
But fettle your fine joints 'gainst Thursday next,
To go with Paris to Saint Peter's Church,
Or I will drag thee on a hurdle thither.
Out, you green-sickness carrion! out, you baggage!
You tallow-face!

LADY CAPULET

Fie, fie! what, are you mad?

JULIET

Good father, I beseech you on my knees,
Hear me with patience but to speak a word.

CAPULET

Hang thee, young baggage! disobedient wretch!
I tell thee what: get thee to church o' Thursday,
Or never after look me in the face:
Speak not, reply not, do not answer me;
My fingers itch. Wife, we scarce thought us blest
That God had lent us but this only child;
But now I see this one is one too much,
And that we have a curse in having her:
Out on her, hilding!

How is the relationship between Juliet and her parents shown in this scene? (DIP)

1. Answer the question
2. Provide an example
3. Explain the example and what it shows
4. Explain what you can infer from the example and how it links to context
5. Provide another example
6. Explain the example
7. Explain the examples in relation to context and where it fits within the whole play

Juliet is shown to be an object which Lord Capulet owns, and their relationship is not loving or kind, especially when she displeases him by saying she will not marry Paris. The idea that marriage is an arrangement between two men is evident in this scene when Capulet says, "...I tell thee what: get thee to church o' Thursday" This line shows that Juliet is her father's property and she can be disposed of as he pleases. Juliet's happiness is not considered, and she is not asked her opinion. Rather than see his daughter marry for love, Capulet wants his daughter married to a rich and stable man, who will be a great ally. A sixteenth century audience would not be angered by this line because women rarely decided who they were going to marry – it was a contract between her father and the man he chose. Today, people usually choose their own match and would not be happy with their parents interfering.

Lesson 11: Act 4

L/I: To evaluate the sense of panic in Act 4 Scene 5

1. What would constitute a 'happy ending' for Juliet?
2. What barriers stand in the way of this?
3. Which of these would be hardest to overcome?

Read Act 4 (DART). Act 4 Scene 1. How does Juliet behave towards Paris? What plan does Friar Lawrence suggest?

Act 4 Scene 2. What does Juliet say to her father? How does he respond?

Act 4 Scene 3. Why does Juliet want to be left alone? What does she do?

Act 4 Scene 4. Why is Capulet enjoying himself so much? Why are the scenes shorter than earlier in the play?

Act 4 Scene 5. What does the nurse find in Juliet's room? How do people react? How does the scene end?

How successful is Shakespeare at creating panic in Act 4 Scene 5? (DIP)

- How does the scene start?
- What happens in the scene?
- Who is in the scene?
- Where does it take place?
- What is said?

Lesson 12: Act 5

L/I: To read and respond to the end of the play

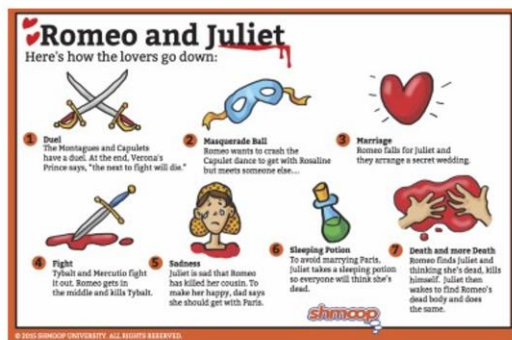
1. What has Juliet pretended to do?
2. Who suggested this plan?
3. Where is Romeo?

Read Act 5 (DART). Act 5 Scene 1. What did Romeo dream? What has he decided to do?

Act 5 Scene 2. Why has Friar Lawrence's message not reached Romeo? What does he set off to do?

Act 5 Scene 3. What happens when Romeo finds Paris at Juliet's tomb? What happens at the end of the play?

How is each theme presented in Romeo and Juliet?



Themes, Symbols and Motifs

A theme is a main idea, or the moral or lesson of the story...themes in Romeo and Juliet include love, conflict, family, fate vs free will, individuals versus society, duality





These were some of the features of a tragedy when Shakespeare was writing.

Tragedy

1. It has a **sad ending**, usually including a **death**.
2. There are **deaths** in the play.
3. There is at least one **murder plot**.
4. The play usually involves 'high' characters, like kings, queens, princes, princesses, lords and ladies.
5. In tragedy, **there can be confusion** around who, or what, characters really are.






When Shakespeare was writing, these were the main features of a comedy:

Comedy

1. It has a **happy ending**, usually including a **marriage**.
2. There are **no deaths** in the play.
3. There is at least one romantic plot.
4. One plot involves characters who aren't kings, queens, princes, princesses, lords or ladies. They are **servants and tradespeople**. These characters get into **ridiculous situations**.
5. There is **confusion** around who characters really are.

Reflect on the end of the play (DIP).

- What makes Romeo and Juliet a tragedy?
- How does the context in which the play was written explain the ending of the play?
- How would a Shakespearian audience have felt about the ending to the play?
- What message is Shakespeare trying to communicate through the ending to the play?

Lesson 13: Death in Romeo and Juliet

L/I: To compare the deaths of Romeo and Juliet

1. What does comparison mean?
2. Why was religion important in Elizabethan England?
3. Who did religious people believe created life?

Suicide in Elizabethan England (DART)

Suicide was a sensitive matter in Elizabethan times. During that period both the church and the state took a strict view on suicide, regarding it as a mortal sin which was linked to deep despair and demonic pride. The word 'suicide' only appeared in the English language long after Shakespeare's death. Until then it was called 'self-murder' and was regarded as the crime of murder, and was illegal, with survivors of suicide being prosecuted. St. Augustine in The City of God had argued that God's command 'Thou shalt not kill' should be extended to include the taking of an individual's own life, and that became the guide for mediaeval society. The term 'self-murder' points to the stigma attached to such an act. So families regarded it as undesirable to have a loved one listed in death records as murderers and therefore went to great lengths to cover up suicides in the family. They paid bribes to the authorities, for example, to prevent too close an examination of a cause of death. It was important to conceal the cause of a suicide victim's death so as to secure a Christian burial.

In Hamlet we see the gravediggers discussing the fact that Ophelia's controversial death might not warrant Christian burial rites.

With suicide, an uncomfortable concept for Elizabethan audiences – a taboo subject in England, in fact – Shakespeare trod carefully when representing it in his tragedies. Most of his suicides took place in foreign settings – Verona, Denmark, etc. thereby distancing them from the London audience. Only three suicides occur in Britain. In the case of Romeo and Juliet, the suicides as far away as distant Italy spare audiences the discomfort that suicide provoked and allowed them to sympathise with rather than condemn the couple. Scholars have argued for thirteen explicit suicides in Shakespeare's plays, with more possible suicides where a character's death is not detailed and the audience is left to interpret the death on its own. For example, Lady Macbeth's death is not a clear suicide, although it seems likely. Macbeth is told that she is dead and that's it. The last we see of her is a suffering woman, experiencing nightmares as a result of her guilt. Elizabethan writers did not have the benefit of the knowledge we have of medical science, and dying of guilt, a deranged mind, or of a broken heart, was not out of the question. Brutus' wife, Portia, is not a clear suicide either. We are not told that she is, and Brutus simply receives news that she has died. We know that she was an unhappy woman, and in deep political trouble, but we are not told anything about the manner of her death.

1. What was suicide known as before the word appeared in the English language?
2. What was the religious view on suicide in Elizabethan times?
3. Why did families try to bribe authorities?
4. Why did most of Shakespeare's suicides occur outside of Britain?
5. Identify two examples of deaths in Shakespeare plays that were only 'assumed' to be suicide

Following Friar Lawrence's scheme to avoid having to marry Paris, Juliet drinks a bottle of sleeping potion that the Friar gives to her to fake her own death. Juliet's nurse and her family have her entombed. Romeo is oblivious to the scheme, since Friar Lawrence's letter explaining everything isn't delivered to him—he only hears the news of Juliet's death, so he arrives at Juliet's tomb to grieve her. He swallows poison in his grief, longing to join Juliet in death, and Juliet, upon waking to find Romeo's dead body, also dies by suicide: she stabs herself with Romeo's dagger.

Read the two extracts below. Identify three quotations from each which show what happened and why it happened. How are the deaths similar? How are the deaths different?

Compare the presentation of the deaths of Romeo and Juliet (DIP). Think about:

- How they die
- Why they die
- How they talk about each other before they die
- Who speaks more?
- What about the context in which the play was written explains the reasons for their death?

Act 5 Scene 3

How oft when men are at the point of death
Have they been merry, which their keepers call
A lightning before death! Oh, how may I
Call this a lightning?—O my love, my wife!
Death, that hath sucked the honey of thy breath,
Hath had no power yet upon thy beauty.
Thou art not conquered. Beauty's ensign yet
Is crimson in thy lips and in thy cheeks,
And death's pale flag is not advanced there.—
Tybalt, liest thou there in thy bloody sheet?
O, what more favour can I do to thee,
Than with that hand that cut thy youth in twain
To sunder his that was thine enemy?
Forgive me, cousin.—Ah, dear Juliet,
Why art thou yet so fair? Shall I believe
That unsubstantial death is amorous,
And that the lean abhorred monster keeps

These here in dark to be his paramour?
 For fear of that, I still will stay with thee,
 And never from this palace of dim night
 Depart again. Here, here will I remain
 With worms that are thy chamber maids. Oh, here
 Will I set up my everlasting rest,
 And shake the yoke of inauspicious stars
 From this world-wearied flesh. Eyes, look your last.
 Arms, take your last embrace. And, lips, O you
 The doors of breath, seal with a righteous kiss
 A dateless bargain to engrossing death.
 (kisses JULIET, takes out the poison)
 Come, bitter conduct, come, unsavoury guide.
 Thou desperate pilot, now at once run on
 The dashing rocks thy seasick, weary bark.
 Here's to my love! (drinks the poison) O true apothecary,
 Thy drugs are quick. Thus with a kiss I die.
 ROMEO drinks the poison.
 Oh, that pharmacist was honest! His drugs work quickly. So I die with a kiss.
 ROMEO dies

Act 5 Scene 3

JULIET
Go, get thee hence, for I will not away.
[Exit FRIAR LAURENCE]
What's here? a cup, closed in my true love's hand?
Poison, I see, hath been his timeless end:
O churl! drunk all, and left no friendly drop
To help me after? I will kiss thy lips;
Haply some poison yet doth hang on them,
To make die with a restorative.
[Kisses him]
Thy lips are warm.
First Watchman [Within] Lead, boy: which way?
JULIET Yea, noise? then I'll be brief. O happy dagger!
[Snatching ROMEO's dagger]
This is thy sheath;
[Stabs herself]
there rust, and let me die.
[Falls on ROMEO's body, and dies]

Lesson 14: Conflict in Romeo and Juliet

L/I: To track the theme of conflict through Romeo and Juliet

1. How many people die during Romeo and Juliet?
2. How do each of these deaths link to the conflict between the Montagues and Capulets?
3. What does the conflict between the Montagues and Capulets show us about the context in which the play was written?

Conflict in Romeo and Juliet (DART).

Conflict is a central theme in Shakespeare's *Romeo and Juliet*. Shakespeare presents the theme of conflict through two warring families: the Montagues and the Capulets. The two

families have been taught to hate each other, and this hatred impacts on the family members and the citizens of Verona. The citizens of Verona are unwillingly a part of the conflict as they witness the ongoing battles between the two families - battles which often result in death.

Shakespeare also presents the themes of conflict through inner familial conflict and individual conflict. Where conflict is presented, the struggle for power and control is also apparent.

1. What is the primary source of conflict in Romeo and Juliet?
2. Why do the families hate each other?
3. How does this impact the citizens of Verona?
4. Which word shows how they feel about this?
5. What other types of conflict are mentioned?
6. How does each form of conflict relate to the 'struggle for power and control'?

Conflict is shown in Romeo and Juliet through:

- the two warring families: Montagues and the Capulets
- Juliet's inner conflict when she discovers Romeo is a Montague
- conflict between Tybalt and Romeo
- conflict between Juliet and her father
- Can you find evidence for each form of conflict?
- How does each form of conflict impact the lives of those involved?
- How does the conflict reflect the context in which the play was written?
- How would the audience respond?

How does Shakespeare present the theme of conflict in Romeo and Juliet? (DIP)

Lesson 15: Love in Romeo and Juliet

L/I: To track the theme of love through Romeo and Juliet

1. What is true love?
2. Did Elizabethan people believe in true love?
3. How does love link to the theme of conflict in Romeo and Juliet?

Love in Romeo and Juliet (DART).

Romeo and Juliet is the most famous love story in the English literary tradition. Love is naturally the play's dominant and most important theme. The play focuses on romantic love, specifically the intense passion that springs up at first sight between Romeo and Juliet.

In *Romeo and Juliet*, love is a violent, ecstatic, overpowering force that supersedes all other values, loyalties, and emotions.

While *Romeo and Juliet* represents one of the world's most famous and enduring love stories, the play tends to focus more on the barriers that obstruct love than it does on love itself. Obviously, the Capulet and Montague families represent the lovers' largest obstacle. But the lovers are also their own obstacles, in the sense that they have divergent understandings of love. Romeo, for instance, begins the play speaking of love in worn clichés that make his friends cringe. Although the language he uses with Juliet showcases a more mature and original verse, he retains a fundamentally abstract conception of love. Juliet, by contrast, tends to remain more firmly grounded in the practical matters related to love, such as marriage and sex. This contrast between the lovers appears clearly in the famous balcony scene. Whereas Romeo speaks of Juliet poetically, using an extended metaphor that likens her to the sun, Juliet laments the social constraints that prevent their marriage.

Much of *Romeo and Juliet* involves the lovers' struggles against public and social institutions that either explicitly or implicitly oppose the existence of their love. Further, the patriarchal power structure inherent in Renaissance families, wherein the father controls the action of all other family members, particularly women, places Juliet in an extremely vulnerable position. Her heart, in her family's mind, is not hers to give.

1. Identify five adjectives used to describe love in *Romeo and Juliet*
2. What elements of love does the play focus on?
3. How do Romeo and Juliet's attitudes to love compare?
4. Where is this best demonstrated?
5. How does the patriarchal social structure limit Romeo and Juliet?

Love is shown in *Romeo and Juliet* through...

- Romeo and Juliet's first meeting
- Their earlier relationships
- Romeo's friendship with Mercutio
- Juliet's relationships with the Nurse and her parents
- Romeo and Juliet's deaths
- Can you find evidence for each example of love?
- How are the different forms of love similar or different to each other?
- How do they impact the lives of those involved?
- How does the presentation of love link to the context in which the play was written
- How would the audience respond?

How does Shakespeare present the theme of love in *Romeo and Juliet*? (DIP)

Lesson 16: Obituaries

L/I: To explore the form of an obituary

An obituary is a report, especially in a newspaper, that gives the news of someone's death and details about their life.

1. Why do people write obituaries?
2. Who is likely to read an obituary?
3. What do obituaries contain? (Think about the content and tone)

Tybalt Obituary (DART)

Tybalt was announced dead after his fight with Romeo. He got into a fight with the kinsman of the Montagues and was murdered.

Tybalt was a hothead and had a lot of pride. He was protective of himself and his family name. If he heard someone trashing the Capulet name, then he would be there in a second to defend it. Tybalt had a lot of pride and he didn't like it when the Montagues were even at the same party as him, even if they were allowed. Tybalt would be the one who starts the fights and he wouldn't back down. He had no problem standing up for himself or his family name. If he heard someone even making a bad comment about someone in his family, he would call them out. He was also somewhat close with his aunt, uncle and cousin.

Tybalt is the nephew of Lord and Lady Capulet, and the cousin of Juliet. He was close with Sampson and Gregory. He would always be around those two.

Mercutio Obituary (DART)

Mercutio was found dead after a fight with the Capulet's kinsman, Tybalt. He was defending Romeo when Tybalt stabbed him under Romeo's arm.

Mercutio was a fun loving person but could also be moody at times. He would go to parties and have a good time. Mercutio was the one that got Romeo to go to the Capulet's feast, which is where he met Juliet. If it wasn't for Mercutio, Romeo might not have met Juliet. Mercutio liked to have a good time, but he would also stand up for what's right when the situation got serious. He defended Romeo and ended up dying for him. Although his moodiness isn't a big problem, he sometimes got angry for no reason. He had a slight temper. Mercutio was also a witty guy and was fun to be with.

Mercutio was a kinsman to Prince and Paris. He was also one of Romeo's closest friends and he was friends with Romeo's kinsmen as well.

1. How did Tybalt and Mercutio die?
2. Identify three personality traits of each person.
3. What is the tone of the obituaries?
4. What is the structure of the obituaries?
5. What information could you include in obituaries about Romeo and Juliet?

Write an obituary for each of Romeo and Juliet (DIP).