

CP English 9

Cluster 3: The Classic Tradition: Romeo and Juliet (5 weeks)

*Page numbers refer to *The Language of Literature* textbook unless otherwise noted.

*Glossary of “Word to Know” begins on page 1232.

*Underlined assignments can be found in the spiral-bound workbook.

Week 13

Introduction to the Play

William Shakespeare’s Romeo and Juliet is an excellent introduction to Shakespearean drama; teenagers can usually relate to its plot, characters, and themes. The play’s action is easily understood, the character’s motives are clear, and many of the themes are as current today as they were in Shakespeare’s time. From a literary perspective, you will be examining the themes of hostility and its effect on the innocent, the use of deception and its consequences, and the effects of faulty decision-making. You will study how the characters function within the drama and how Shakespeare uses language to develop plot, characters, and themes. And if all goes well, you will be able to delve into the play’s comic and tragic elements and its classically tragic themes: the role of fate and fortune, the inevitable nature of tragedy, and the isolation of the tragic hero. Sound like a lot? It is. Strap your seat belts on, Freshmen! You’re about to go on a wild Shakespeare ride!

Objectives:

- Define tragedy and give examples from media and popular culture
- Become familiar with the themes and characters in the play
- Determine the meanings of words and phrases as they are used in the text
- Apply interpretive reading strategies
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from it

- Do Share answers to the following questions with classmates, or, if are learning independently, write answers to each of the questions.
- What do you think the play Romeo and Juliet is about?
 - Do you think this play will be interesting to read? Why or why not?
 - Do you think that the story of Romeo and Juliet is relevant to your life as a teenager? Why or why not?
 - Define tragedy in your own words and give an example from real life (the news, your own life, someone you know).
 - What does “tragic love” mean? Give an example from stories, movies, or tv shows?
- View “Tragic Love: An Introduction to Romeo and Juliet” PowerPoint found at: <http://www.readwritethink.org/files/resources/lesson-docs/TragicLovePowerPoint.pdf> (be sure to use the .pdf and not the actual PowerPoint)

- Do Close reading of “The Prologue,” a short but important element that comes before the play and introduces it. Follow along below while listening to it on iTunes (free resource). <https://itunes.apple.com/us/itunes-u/romeo-and-juliet/id384528334?mt=10>

Prologue, Lines 1-12 from *Romeo and Juliet*

Two households, both alike in dignity	1
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	5
A pair of star-crossed lovers take their life;	
Who 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,	10
Which but their children's end nought could remove,	
Is now the two hours' traffic of our stage;	
What which if you with patient ears attend,	
What here shall miss, our toil shall strive to mend.	14

dignity: n. honorable status
 mutiny: n. rebellion against authority
 civil: adj. relating to ordinary citizens; polite or courteous
 fatal: adj. causing death
 loins: n. reproductive organs
 misadventured: adj. misfortunate or full of bad luck
 piteous: adj. deserving of pity; sad
 doth: v. (archaic) does
 strife: n. angry fight

- Do in pairs.
 - Read lines 1-4 aloud, finding and circling repeating words. Which use of the word “civil” is being used in each case? Why do you think Shakespeare uses *civil* in two different ways in the same sentence?
 - Written response: What is at stake in this ancient fight?
 - Read lines 5-8.
 - Written response: What happens to the lovers? What adjective in line 5 supports your answer?
 - Discuss: Look at the word *misadventured* in line 7. What familiar word can you find in *misadventured*? What does this word mean? How does the prefix *mis-* change your definition?

- Discuss: What familiar word do you hear in *piteous*? How can this familiar word help you understand what *piteous* means in this context?
- Written response: What tone or mood does Shakespeare create in this passage through these two words?
- Discuss: In line 7, the word overthrows means “downfall” or “ruins” in this context. What does the death of the “star-cross’d” lovers accomplish in line 8?
- Written response: Use the words in lines 9-11 to strengthen or revise the claim you made about what the death of the star-crossed lovers accomplishes.
- Discuss: In line 12, who is “our”? Who is “you” in line 13? What does the chorus ask us to do in the final two lines?

Do Paraphrase the Prologue below by writing lines 2-13 in your own words.

Two households, both alike in dignity,

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

14

- Do Write in response to the following prompt: In the Prologue, what relationship does Shakespeare establish between love and hate? How do his specific word choices illustrate this relationship? Use evidence from the text to support your answer.
- pp. 986-8 Read “Learning the Language of Literature: Shakespearean Drama”
- p. 989-91 Read the “Preparing to Read” page and review the complete cast of characters.
- pp. 993-1018 Read “Act One”
- Do As you read, complete Active Reading SkillBuilder “Reading Shakespearean Drama”
- p. 1019 Do “Thinking Through the Literature” Questions 1, 2, 3, & 4

- Do [Literary Analysis SkillBuilder “Blank Verse”](#)
- Do [Selection Open Book Test: R & J Act One](#)

Week 14
Romeo and Juliet, continued

This week you will read and respond to Acts Two & Three.

Objectives:

- Analyze characterization
- Analyze how dramatic elements are used to develop characters/mood through dialogue, soliloquies, asides, character foils, stage directions, actions, including movement, gestures, and expressions
- Support interpretations of literature through textual references

- pp. 1020-42 Read “Act Two”
- Do As you read, complete [Activity Reading SkillBuilder](#) “Reading Shakespearean Drama”
- p. 1043 Write answers to “Thinking Through the Literature” Questions 1, 2, 3 & 5
- Do [Literary Analysis SkillBuilder](#) “Soliloquy/Aside”
- Do [Selection Open Book Test: R & J Act Two](#)
- pp. 1044-70 Read “Act Three”
- Do As you read, complete [Activity Reading SkillBuilder](#) “Reading Shakespearean Drama”
- p. 1043 Write answers to “Thinking Through the Literature” Questions 1, 2, 3, 4, 5
- Do [Literary Analysis SkillBuilder](#) “Allusion”
- Do [Context Clues](#)
- Do [Selection Open Book Test: R & J Act Three](#)
- Write Choose one of the following journal topics and write a complete and thoughtful response.

What kind of advice do adults tend to give teenagers about falling in love? Draw a comparison between the Elizabethan era and today. Write this as an explanatory/narrative response.

OR

What does the expression “love is blind” mean to you? What is your reaction to teenagers getting married? Write this as a persuasive/explanatory response.

Week 15

Romeo and Juliet, finish

This week you will conclude reading the play with Acts Four and Five.

Objectives:

- Analyze characterization
- Analyze how dramatic elements are used to develop characters/mood through dialogue, soliloquies, asides, character foils, stage directions, actions, including movement, gestures, and expressions
- Support interpretations of literature through textual references

- pp. 1072-85 Read “Act Four”
- Do As you read, complete [Activity Reading SkillBuilder](#) “Reading Shakespearean Drama”
- p. 1086 Write answers to “Thinking Through the Literature” Questions 1, 2, 3, 4, 5
- Do [Literary Analysis SkillBuilder](#) “Comic Relief”
- Do [Selection Open Book Test: R & J Act Four](#)
- pp. 1087-1102 Read “Act Five”
- Do As you read, complete [Activity Reading SkillBuilder](#) “Reading Shakespearean Drama”
- p. 1103 Write answers to “Thinking Through the Literature” Questions 1, 2, 3, 4
- Do [Literary Analysis SkillBuilder](#) “Tragedy”
- Do [Grammar SkillBuilder](#) “Parallelism”
- Do [Selection Open Book Test: R & J Act Five](#)
- Write Choose one of the following journal topics and write a complete and thoughtful response.

Capulet says. “And with my child my joys are buried”. What does this mean? Why did it take him so long to realize how much he loved his daughter? Write this as an explanatory response.

OR

Compare the characters of Romeo and Juliet. Who do you think is stronger, more sincere and courageous? Write this as a comparative response.

Week 16

Romeo and Juliet: After the Play

This week you will hopefully view at least one production of Romeo and Juliet. After all, plays are meant to be performed! In addition, you extend your reading beyond the play. Romeo and Juliet are two teenagers caught up in the young love to the detriment of themselves and their families. You will read another text that explores adolescent behavior as well as a news story relating how the themes of Romeo and Juliet are still relevant today.

Objectives:

- Read informational texts with science and history/social science connections for a purpose
- Compare and contrast dramatic and production choices that artists make
- Analyze the representation of a subject or a key scene in two different artistic mediums

1) It is highly recommended that you view multiple productions of Romeo and Juliet. Through viewing and comparing, you will be better able to analyze the relationships, ideas, and themes represented in this tragedy, not to mention be able to gain an overall better understanding of what you have read. Choices are:

1968 Zeffirelli film

1996 Luhrmann film

1961 West Side Story movie (an adaptation the play)

These are available for viewing online at Google Play for \$2.99 each and other online streaming companies.

ROMEO AND JULIET

COMPARE AND CONTRAST

Think about how the characters are portrayed, how the lines are delivered, the themes, and the basic similarities and differences in each major scene below.

Text Version	Zefirelli Luhrmann West Side Story Other <small>(circle one)</small>	Zefirelli Luhrmann West Side Story Other <small>(circle one)</small>
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<h2 style="margin: 0;">Prologue</h2>

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Text Version	Zefirelli Luhrmann West Side Story Other (circle one)	Zefirelli Luhrmann West Side Story Other (circle one)
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Fight Scene

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Party Scene

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Text Version	Zefirelli Luhrmann West Side Story Other (circle one)	Zefirelli Luhrmann West Side Story Other (circle one)
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Balcony Scene

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Wedding Scene

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<p>Text Version</p>	<p>Zefirelli Luhrmann West Side Story Other (circle one)</p>	<p>Zefirelli Luhrmann West Side Story Other (circle one)</p>
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Confession Scene

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Death Scene

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- Write Explain how the theme of deception and its consequences is developed and presented in each of the versions that you watched.

OR

- Present Present your findings on how different versions of the play develop and present the theme of deception and violence. You can use a multimedia presentation format or an oral presentation together with a visual component.

2) “Teenagers – Inside the Teenage Brain”

- Read “Teenagers – Inside the Teenage Brain”

- Do Write answers to the following questions:

1. What is the author’s primary claim in this article? Copy the sentence or sentences that tell you. Then restate the author’s claim in your own words.
2. What support does the author offer for his claim? State the three most memorable/convincing in your own words.
3. What techniques does the author use to make his claims? Cite at least two examples from the text that show these techniques.
4. Explain whether or not you find the author’s reasoning valid.
5. How does the content of this article relate to Romeo and Juliet? Has it caused you to rethink any of the young characters’ actions, feelings, or decisions in the play? Explain.

3) “Six Wounded in Fla. ‘Romeo and Juliet’ Firefight”

- Read “Six Wounded in Fla. ‘Romeo and Juliet’ Firefight”

- Do Write answers to the following questions:

1. What is the cause of the feud in this article?
2. What does this news story show about the nature of feuds?
3. How does this story parallel the feud in Romeo and Juliet?

Week 17

Romeo and Juliet: Final Performance Task

This week you will gather all of your learning from this reading experience and channel it into your very best written effort about the relevance of Romeo and Juliet to today’s youth. Your teacher will give you specific instructions and a graphic organizer.

Should your teacher or your parent choose a different final essay for you, below are listed several alternative choices:

1. Discuss the relationships between parents and children in *Romeo and Juliet*. How do Romeo and Juliet interact with their parents? Are they rebellious in the modern sense? How do their parents feel about them?

2. Who is responsible for the tragedy of *Romeo and Juliet*? Friar Laurence? The two lovers themselves? Their parents? Fate? Do a number of people share the blame? To what extent can these people be held responsible for the deaths of Romeo and Juliet?
3. Analyze the characters of the Nurse and Friar Laurence as mentors to the young people in the play. Do these two people do the “right thing” in their relationships with Romeo and Juliet?
4. How does Shakespeare treat death in *Romeo and Juliet*? Frame your answer in terms of legal, moral, familial, and personal issues. Bearing these issues in mind, compare the deaths of Romeo and Juliet, Romeo and Mercutio, and Mercutio and Tybalt.
5. How does the idea of **identity** contribute to the story of Romeo and Juliet? Consider family affiliation, gender, social class and age in your response.