

The Alabama Shakespeare Festival
2008 ALFA SchoolFest Activity Guide for

ROMEO AND JULIET



Directors

Set Design
Costume Design
Lighting Design

Geoffrey Sherman
& Diana Van Fossen
Robert F. Wolin
Elizabeth Novak
Lonnie Alcaraz

Study Materials written by
Susan Willis - Dramaturg

Activity Guide written by
Kate Magill - Education Coordinator



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Pre-Performance Activities...

1. READ THE PLAY Scene by Scene.

Don't try to take on the whole play at once. Instead, try breaking it down into smaller chunks (which Shakespeare kindly provided for us in the form of Acts and Scenes).

A. Have students keep a reading journal (see handout - p. 6).

B. Have students complete a 'wordquest' as they read the play (see handout - p. 11)

2. READ A SYNOPSIS and CHARACTER DESCRIPTIONS

See Dr. Willis' study guide for more information - available at www.asfeducation.net. Note that a synopsis should never take the place of reading the play itself, but should be used to assist in reading the play in it's entirety.

3. WATCH A MOVIE VERSION of the play.

See page 5 for more information on available film versions of *Romeo and Juliet*

4. DISCUSS THEMES AND SYMBOLS FOR A DEEPER UNDERSTANDING OF THE PLAY

A few examples are below (see p. 4 for more social issues):

| | | | |
|---------|----------------|---------------|---------------|
| Love | Light and Dark | Foreshadowing | Youth and Age |
| Feuding | Stars | Parenthood | Revenge |
| Roses | Names | Poison | Dreams |

5. COMPARE/CONTRAST SIMILAR PLOT-LINES.

SHAKESPEARE'S SOURCES FOR ROMEO AND JULIET:

~~*The Tragical History of Romeus and Juliet* (epic poem by Arthur Brooke) -- for (FREE) text and more information, see <http://www.clicknotes.com/romeo/BrookeIndex.html>.

~~Ovid's *Metamorphosis* tells the story of Pyramus and Thisbe (also seen in Shakespeare's *A Midsummer Night's Dream*). For the full text, see <http://classics.mit.edu/Ovid/metam.html>

A MODERN MUSICAL TAKE ON "ROMEO AND JULIET":

~~Watch the movie *West Side Story* and compare and contrast to Shakespeare's play.

SHAKESPEARE "BORROWING" FROM HIMSELF

~~Read the play "Pyramus and Thisbe" from Act 5, scene 2 of Shakespeare's *A Midsummer Night's Dream* and compare and contrast to *Romeo and Juliet*. For a free copy of this scene: <http://shakespeare.mit.edu/midsummer/midsummer.5.1.html>

6. DISCUSSION QUESTIONS FOR AFTER READING THE PLAY: Keep asking 'why.'

1. Why do you think Shakespeare's plays have been performed for over 400 years?
2. What lessons do you think Shakespeare wanted us to learn from this play?
3. What characters did you like in the play? Which characters did you dislike? Why?
4. If Shakespeare were in our classroom, what one question would you ask him?
5. If you had the option to re-write part of the play, what would you change and why?
6. Do you see anything in the play that would be hard to perform onstage? How could you 'solve' this?

Post-Performance Activities...

1. **RE-WRITE THE ENDING.** Have students change one small plot-point in the play and re-write the ending, accordingly. There are many ways this story could have ended -- encourage creativity!
2. **INTRODUCE / REVIEW SHAKESPEAREAN SONNETS.** The initial meeting of *Romeo and Juliet* at the masked ball constitutes a sonnet, and allows an excellent opportunity to discuss sonnet form and how Shakespeare used it in his plays. See handout (p 14) for more information and an
3. **WRITE A POLICE REPORT** detailing the events at the end of the play and attempting to discover who is at fault and what happened to lead up to the final events.
TO EXPAND THIS PROJECT: research the legal system and how a person is charged with a crime. Decide who is responsible for the outcome of the play and "try" the person(s). Select a jury, have lawyers, agree upon a verdict, etc.
4. **WRITE A SOCIETY COLUMN or AN ELIZABETHAN NEWSPAPER.** Pick one of the social issues, come up with a snappy headline, and then write a column for a 'society paper' or tabloid (the Verona Inquirer, perhaps?). This is an excellent class project.

Sample headlines:

Insider Leaks Plans of Wedding Sabotage!
 Capulet Set to Marry Paris
 Montague vs. Capulet - the Feud Continues

Romeo Banned from Verona
 Prince's Kinsman Slain in Street Fight
 Accidental Death or Murder?

5. **PERFECT MATE PROJECT** A major theme in this play is the relationship between parents and their children. Obviously, Lord and Lady Capulet had a very different type of man in mind for their Juliet to marry -- but she had other ideas. This exercise works with both parents and students to delineate what each believes qualifies a person as the 'perfect mate.' It also allows for students and teachers to compare and contrast ideas of what constitutes a 'perfect mate.' See pages 9 and 10 for more information and handouts.
6. **WRITE A JOURNAL ENTRY** from the point of view of a character in the play, discussing that characters' innermost feelings about his/her problems. This project, seemingly simple, can really help students get 'inside the head' of the characters for a deeper understanding.
7. **WRITE A 'DEAR ABBY' LETTER** from the point of view of a character in the play. Ask for help with a major dilemma that the character must overcome in the play.
FOLLOW UP: have students switch papers and write a response from "Abby" as to how to overcome the problem!
8. **DISCUSS SUICIDE.** This is a 'touchy' subject, but after seeing the play, the students may have questions or insight which could be discussed in a productive, teacher-lead conversation. *Focus on what could have prevented the suicides.*

Curriculum Connection

HISTORY / SOCIAL STUDIES

SHAKESPEARE'S ENGLAND

- A. Examine the reigns of Queen Elizabeth I and King James I, how England changed with the monarch, and how Shakespeare's writing changed as well
- B. Examine how world politics, religion, etc. affected England and Shakespeare's works
- C. Explore the 'social rules' of Elizabethan England
- D. Examine Elizabethan Theatre and its function in society

THE LOCALE OF THE PLAY

- A. Examine the history, politics and social 'rules' of the *ORIGINAL* time-period (Italian Renaissance) and place (Verona and Mantua, Italy) in which the play is set in
- B. Do a thorough study of the Italian settings which Shakespeare uses in the following plays: *All's Well that Ends Well, Antony and Cleopatra, Coriolanus, Cymbeline, Julius Caesar, The Merchant of Venice, Much Ado About Nothing, Othello, Romeo and Juliet, The Taming of the Shrew, Titus Andronicus, The Two Gentlemen of Verona,* and *The Winter's Tale* (some of these are only partially set in Italy).
- C. Examine the setting of ASF's production (Modern Miami). Discuss why/why not this is an appropriate setting for the play.

SHAKESPEARE -- THE MAN

- A. Examine what we ACTUALLY know about Shakespeare vs. the hypothetical guesses
- B. Examine how Shakespeare's life / career affected his writings
- C. Research "Was Shakespeare REALLY Shakespeare?"
 1. There is much debate about who wrote the plays attributed to Shakespeare. Some scholars believe William Shakespeare did indeed write the plays attributed to him while others believe he was just an actor and the plays were written by someone else. This could be studied as a written research project or as a class debate.

FINE ARTS

MUSICAL ARTS:

- A. Create a soundtrack expressing the mood of a character, a scene, an Act or the play as a whole. Have students write a short explanation of why they chose the songs they did. Start by dividing up the play into pieces and finding the music for each part. You can either choose to go with renaissance music OR modern. Encourage creativity!

VISUAL ARTS:

- A. Create a comic book of the play. Start by dividing the play into manageable pieces or scenes and emphasize major plot points.
- B. Create a children's book of the play.
- C. Create a collage, shadowbox, or mobile based on the play.

SCIENCE

CHEMISTRY:

- A. A major plot-point in *Romeo and Juliet* is the vial of liquid which Juliet takes to make herself appear to be dead, but still wake refreshed. Have students do reasearch into chemicals that may have been the 'potion' that Juliet took.

BOTANY:

- A. In Act 2, Scene 3, Friar Laurence talks about some herbs and flowers he is growing. Make a list of these plants and study the usages for each one.

Curriculum Connection

CHARACTER EDUCATION

EXAMINE SOCIAL ISSUES FROM *ROMEO AND JULIET*:

- | | |
|---|-------------------------------------|
| a. Betrothals and weddings | i. Family |
| b. Children / childhood | j. Heirs and Inheritance |
| c. Legitimacy and Illegitimacy | k. Love vs. lust |
| d. Planning to trick or deceive someone | l. Lying to parents |
| e. Killing someone for revenge | m. Selling and taking drugs |
| f. Killing someone accidentally | n. Suicide |
| g. Crashing a party | o. Marrying against parent's wishes |
| h. Giving a vulgar gesture | p. Picking a fight |

ELIZABETHAN MORALS

- Research Elizabethan Society standards and tell how they affect the plot of the story.
- Discuss similarities / differences in moral issues in the play and how things have changed

RELATIONSHIPS

- Choose two characters in the play. Describe the relationship and how the characters relate.
- Choose a character-relationship in the play, and find a similar relationship in modern literature. Compare/contrast.
- Choose a character-relationship in the play and find a similar relationship in pop culture. Compare/contrast.

PERFECT MATE PROJECT

This project is based on the major plot point of Juliet finding the "perfect mate." Her parents obviously have VERY different views on who should marry their only child, but Juliet makes her own decision in the end. The handouts on pages 9 and 10 give more information and create an open forum for students to compare what THEY think their perfect mate is vs. what their PARENTS believe. Think of the tragedy that may have been avoided for Juliet, had she had this project in school!

FAMILY AND CONSUMER SCIENCE

CLOTHING/COSTUME PROJECTS:

- Make a costume book. Use research to put together a photo-packet (with descriptions) of Elizabethan clothing. Include works cited.
- Take the play you are studying and 'set' it in another era. Research and design costumes for each character in whatever era you choose.

DESIGN PROJECTS:

- Design and build a quilt. Have one panel per scene and create a caption that includes the act, scene and a quote that gave you the inspiration for the design.
- Design and sew several costumes for the play to fit dolls. Base your designs on research and make sure your dolls can stand or be displayed. Include a one-page paper to explain your choices in each costume; this paper should include works cited.
- Design scenery for the play. Do a display on a poster or shadow box/diorama. Include a one-page explanation for your choices, including works cited.
- Design the masks that the characters in the play might have worn to the masked ball. Make sure to 'back-up' the reasons for your designs! (i.e: Tybalt is described as a 'cat' -- that might make for a fun mask!)

Additional Resources

WEBSITES

<http://www-tech.mit.edu/Shakespeare/>

Read/print any of Shakespeare's plays scene by scene or in its entirety.

www.clicknotes.com/romeo/index.html

Plot summaries, character analysis, and a link to the poem *Romeus and Juliet*

<http://absoluteshakespeare.com/>

Absolute Shakespeare, the essential resource for William Shakespeare's plays, sonnets, poems, quotes, biography, and the legendary Globe Theatre

<http://www.folger.edu/index.cfm>

The Folger Library's internet guide to Shakespeare for Teachers and Students

<http://www.pbs.org/shakespeare/educators/index.html>

PBS's Guide to Shakespeare in the Classroom

<http://shakespeare.palomar.edu/>

Mr. William Shakespeare and the Internet -- easy navigation for students.

<http://www.shakespearehigh.com/classroom/index.shtml>

"Shakespeare High in the Classroom" -- easy navigation for students.

BOOKS

A Shakespeare Glossary by CT Onions

ISBN: 978-0198125211

A short, easy-to-use glossary that can be very valuable for the beginner

Shakespeare Lexicon and Quotation Dictionary by Alexander Schmidt

Vol 1 ISBN: 978-0486227269

VOL 2 ISBN: 978-0486227276

This book provides full definitions, locations, and shades of meaning in every word in Shakespeare's plays and poems. The 2 volumes contain more than 50,000 exact quotations, each precisely located.

The Oxford English Dictionary

ISBN for Compact Edition 978-0198612582

The Age of Shakespeare by Francois Laroque

ISBN: 0-8109-2890-6

VIDEO

Romeo and Juliet (1968). Director, Franco Zeffirelli. Principal Actors: Olivia Hussey, Leonard Whiting, Milo O'Shea, Michael York, John McEnery, Pat Heywood, Natasha Perry, Robert Stephens.

Romeo + Juliet (1996). Directed, Baz Luhrmann. Principal actors: Leonardo di Caprio, Claire Danes, Brian Dennehy, John Leguizamo, *Rated PG-13* for contemporary violence and sensuality.

West Side Story (1961) Directors: Jerome Robbins and Robert Wise

Writers: Jerome Robbins (conception) and Arthur Laurents (play), Principal Actors: Natalie Wood, Richard Beymer, Russ Tamblyn, Rita Moreno, George Chakiris

Tips for Reading Shakespeare

1. Read the play OUT LOUD.

Shakespeare's plays were meant to be performed out loud, so they tend to make more sense when you hear the words.

2. Look up words you don't know.

Just skimming over unfamiliar words does not help you understand anything, so take the time to look things up.

3. Do NOT try to read the entire play in one sitting.

Break it into pieces (one scene at a time, for example) and make sure you understand each scene BEFORE you move on to the next one.

4. Use a play summary to HELP you.

Do NOT however, rely on play summaries. They are not always accurate, they leave out major details and they cannot be relied upon. A summary should NEVER be a substitute for reading the play itself.

5. Make a copy of the 'dramatis personae.'

Usually located at the beginning of the script, having a copy handy can help you remember who's who as you are reading. You can even write notes on the page to help keep the characters straight.

6. KEEP a READING LOG.

Use the following outline to develop a reading log while you are reading Shakespeare's play. This log will take some effort but in the end, you will understand Shakespeare MUCH more than before. Find a small notebook which you can devote to the play you are reading. You will be writing one journal entry for each scene of the play. IMPORTANT: Go scene by scene – make sure you understand a scene before you move on to the next.

Step 1: Read each scene at least once.

- i. Make a list of any words or phrases which you do not understand.
- ii. Look up words/phrases and be sure to write the definitions in your reading log. If you can not find a definition, make a note of it so you can ask in class.
- iii. Write a SHORT summary of the scene.
- iv. Write down any questions you may have about the scene.
- v. Take a guess at what you think will happen next (or what you think the final 'solution' to the play's problem will be).

Step 2: Discuss the scene/play in class

- i. Discuss the scene/play with your classmates. If you are on your own, there are several discussion sites on the internet where you could "talk" to other people.
- ii. Ask the questions you wrote down in your reading log.

Step 3: Add the answers to your Reading Log

- i. Using a different colored pen, write the answers to your questions in your log.

Order of Events in *Romeo and Juliet*

In *Romeo and Juliet*, the order of events is crucial. Can you number each Act's events correctly?

ACT ONE

- _____ Fight! Capulet Vs. Montague
- _____ Romeo and Juliet meet for the first time
- _____ Prince Escalus separates the fighters on pain of death
- _____ Romeo and Friends decide to crash the Capulet's masked ball
- _____ Capulet ball begins
- _____ Benvolio speaks to Romeo's parents about Romeo's melancholy
- _____ Prologue
- _____ Paris and Capulet discuss a wedding for Paris and Juliet
- _____ Juliet learns that Romeo is a Montague
- _____ Lady Capulet and the Nurse urge Juliet to consider marrying Paris

ACT TWO

- _____ Nurse meets Romeo and they set a time for the secret wedding
- _____ Romeo sees Juliet on her Balcony
- _____ Benvolio and Mercutio search for Romeo, who has 'run away' from them
- _____ Benvolio tells Mercutio that Tybalt has challenged Romeo
- _____ Romeo and Juliet pledge their love and plan to marry
- _____ Nurse tells Juliet of Romeo's marriage plans
- _____ Romeo goes to Friar Laurence and tells of his love for Juliet -- the friar agrees to help them
- _____ Friar marries Romeo and Juliet

ACT THREE

- _____ Tybalt is searching for Romeo
- _____ Capulet tells Juliet she and Paris will marry in a few days or he will disown her
- _____ Tybalt challenges Romeo to a fight
- _____ Nurse tells Juliet about her cousin's death and Romeo's banishment
- _____ Prince banishes Romeo
- _____ Fight! Tybalt mortally wounds Mercutio
- _____ Fight! Romeo kills Tybalt
- _____ Nurse recommends Juliet forget Romeo and marry Paris
- _____ Juliet decides she will stay true to Romeo or she will end her own life.
- _____ Nurse and Friar help the lovers meet before he goes into banishment; they say farewell

Order of Events in *Romeo and Juliet*

ACT FOUR

- _____ Juliet feigns obedience to her parents and agrees to marry Paris
- _____ Friar Lawrence and Paris discuss wedding plans
- _____ Friar Lawrence gives Juliet the sleeping potion and presents a plan to reunite the lovers
- _____ Juliet goes to the Friar, threatening to kill herself rather than marry Paris
- _____ The Wedding Party becomes a Funeral Party
- _____ Juliet goes to bed and takes the potion and falls, seemingly dead
- _____ Nurse finds Juliet, dead

ACT FIVE

- _____ Romeo buys poison from an apothecary and returns to Verona
- _____ In Mantua, Romeo dreams he is dead
- _____ Romeo arrives at Juliet's tomb
- _____ Romeo enters the tomb and sees Juliet, seemingly dead
- _____ Romeo decides life without Juliet is no good and determines to kill himself to be with her
- _____ Balthazar tells Romeo he has seen Juliet being placed in the Capulet tomb
- _____ Juliet wakes
- _____ Paris arrives at Juliet's tomb to pay respects
- _____ Friar Laurence runs to Juliet's tomb
- _____ Romeo takes the poison, kisses Juliet and dies
- _____ Paris and Romeo fight - Paris dies
- _____ Citizens arrive and Prince demands an explanation
- _____ Friar runs away from the vault, in fear
- _____ Balthazar and the Friar explain all
- _____ Friar Lawrence speaks with Friar John and finds out the letter telling Romeo that Juliet is NOT dead has not reached Romeo
- _____ Capulet and Montague finally agree to end the feud
- _____ Friar enters the tomb
- _____ Juliet stabs herself and dies

Perfect Mate Project

STUDENT FORM

Some background...

In Act I Scene 2 of *Romeo & Juliet*, Lord Capulet and Paris discuss an arranged marriage between Juliet and Paris. In some cultures, marriages are arranged by parents with little or no input from the bride and groom. In this scene Capulet tells Paris:

“My will to her consent is but a part.
And she agreed, within her scope of choice
Lies my consent and fair according voice.”

So, Lord Capulet is telling Juliet's suitor that she must also consent to the marriage. Of course, we found out that Juliet didn't want to marry Paris at all, as she has fallen in love with the son of her family's arch-enemy, Romeo Montague.

STUDENTS:

Have you ever dated or even expressed an interest in a guy or girl of whom your parents did not approve? If so, you should have some empathy for what Romeo and Juliet are going through in this play. Answer the following questions honestly.

1. If you had to list the traits (physical, personality, etc.) of your perfect mate, what would they be? Try to be as specific as you can be.

2. Now, take a moment and try to figure out what traits *your parents* would list if they were choosing the perfect mate for you. Again, try to be specific.

Now, do not let your parent(s) see the answers you wrote down! But give them a copy of the “Parent Form” to fill out and bring that with you to class next time. It should be interesting to compare.

Perfect Mate Project

PARENT FORM

Hello Parent/Guardian! Thank you for taking a moment to help us out with a class activity. As you know, your child has attended/will attend a production of *Romeo and Juliet* at the Alabama Shakespeare Festival. Accordingly, we are doing a project in class and we need a little help from YOU. Please take a moment to answer the following questions and give this form back to your child to complete this in-class compare/contrast discussion. Thank you for your time.

Some background...

In Act I Scene 2 of *Romeo & Juliet*, Lord Capulet and Paris discuss an arranged marriage between Juliet and Paris. In some cultures, marriages are arranged by parents with little or no input from the bride and groom. In this scene Capulet tells Paris:

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1. What traits (physical, personality, etc.) would you think your son or daughter would look for if searching for the perfect mate for himself or herself?

2. Now, what traits would you consider most important if you were choosing the perfect mate for your son or daughter?

Please give this form back to your student to take back to class and THANK YOU for your help!

A Shakespearean Word Quest

Romeo and Juliet is full of literary devices which make the play more 'colorful' and dramatic! As you read the play, search for each of the following literary devices. Write down your answers as well as their locations in the script (Act and Scene numbers).

1. A rhymed couplet that ends a scene.
2. Three words contracted into one.
3. An Elizabethan word no longer in use.
4. A pun or other joke.
5. A metaphor or simile.
6. A clever insult.
7. A phrase we still use today.
8. A reference to each sense:
 - a. Sight:
 - b. Sound:
 - c. Smell:
 - d. Taste:
 - e. Touch:
9. A malapropism (misspoken word designed for comic effect).
10. A word that has a double meaning.

“Decoding” Shakespeare

Shakespeare is not as “old fashioned” as you may think -- it just takes a moment to get used to his language, and the more you do it, the easier it gets! And when you're done, you'll see his beautiful language laid out for you and hopefully understand why his plays have been so popular for over 400 years!

The following speech is the PROLOGUE from *Romeo and Juliet*:

Work through this speech, line by line, and attempt to ‘translate’ the meaning into ‘modern’ English (the first 2 lines are done for you...to get you started). When you're done, you'll have the story of *Romeo and Juliet*, in a nutshell!

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-cross'd lovers take their life;
 Whole misadventured piteous overthrows
 Doth with their death bury their parents' strife.
 The fearful passage of their death-mark'd 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.

Two families of equal status
In beautiful Verona, where the play is set,

A Wordsearch

Answer the questions, and find the word(s) in the box!
Answers may be backward, upside down, or diagonal!

QUOTES FROM *ROMEO AND JULIET*:

- Epilogue: Never was a story of more _____
Than this of Juliet and her Romeo.
- Mercutio: A plague on both your _____.
- Juliet: ...deny thy father and refuse thy _____;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.
- Prologue: Two households, both alike in dignity,
In fair _____ where we lay our scene....

NAMES FROM *ROMEO AND JULIET*:

- The name of the Friar who helped Romeo and Juliet by marrying them in secret.
- Juliet's father plans for Juliet to marry this man.
- At the beginning of the play, Romeo is in love with a girl named _____.
- Romeo _____ (his last name).
- Juliet _____ (her last name).

MISCELLANEOUS:

- Rome and Juliet meet at a _____ . (no space in puzzle)
- Mercutio refers to Tybalt, as the _____ . (no spaces in puzzle)
- The most famous scene in Romeo and Juliet is commonly referred to as the _____ Scene (named after the scenes' setting).
- After he is banished, Romeo flees to _____.
- The LAST person to die in this play is _____.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| K | Q | F | B | B | A | U | T | N | A | M | C |
| W | I | E | N | A | M | E | O | E | C | A | H |
| L | O | N | E | L | U | N | A | Y | A | S | M |
| R | Q | E | G | C | E | M | I | V | P | K | D |
| L | P | T | M | O | N | T | A | G | U | E | N |
| A | V | E | Z | N | F | E | J | F | L | D | I |
| T | E | I | M | Y | B | C | R | I | E | B | L |
| Y | R | L | D | N | F | H | A | U | T | A | A |
| H | O | U | S | E | S | I | P | T | A | L | S |
| W | N | J | V | O | P | A | R | I | S | L | O |
| A | A | W | S | M | Y | I | E | W | R | E | R |

Unscramble a Sonnet

Shakespeare did not invent the sonnet, but he wrote 154 of them! In addition, he included sonnets in his plays! The sonnet below is the Prologue of *Romeo and Juliet*. It follows the Shakespearean Sonnet Form of having three QUATRAINS (four-line stanzas), rhyming ABAB / CDCD / EFEF, and ending in a rhyming couplet GG.

| | | RHYME SCHEME | |
|-----|--|---------------------|------------|
| 1. | Two households, both alike in dignity, | A | |
| 2. | In fair Verona, where we lay our scene, | B | |
| 3. | From ancient grudge break to new mutiny, | A | Quatrain 1 |
| 4. | Where civil blood makes civil hands unclean. | B | |
| 5. | From forth the fatal loins of these two foes | C | |
| 6. | A pair of star-cross'd lovers take their life; | D | Quatrain 2 |
| 7. | Whole misadventured piteous overthrows | C | |
| 8. | Doth with their death bury their parents' strife. | D | |
| 9. | The fearful passage of their death-mark'd love, | E | |
| 10. | And the continuance of their parents' rage, | F | Quatrain 3 |
| 11. | Which but their children's end, naught could remove, | E | |
| 12. | Is now the two hours' traffic of our stage; | F | |
| 13. | The which if you with patient ears attend, | G | Rhyming |
| 14. | What here shall miss, our toil shall strive to mend. | G | Couplet |

Now...test your understanding of sonnets AND of *Romeo and Juliet*. Unscramble the following sonnet from the play; write the line number next to the line.

SOME TIPS TO GET YOU STARTED:

1. Start by locating 2 lines that seem to provide an introduction. Those are your first two lines.
2. Find two rhyming lines that seem to bring things to a conclusion. Those are your last two lines.
3. Group lines by rhymes -- that will help you figure out which lines go where.
4. Look at punctuation -- that will give you a clue.

_____ Which mannerly devotion shows in this;
 _____ Ay, pilgrim, lips that they must use in prayer
 _____ If I profane with my unworhiest hand
 _____ My lips, two blushing pilgrims, ready stand
 _____ To smooth that rough touch with a tender kiss.
 _____ Saints do not move, though grant for prayers' sake.
 _____ Good pilgrim, you do wrong your hand too much,
 _____ For saints have hands that pilgrims' hands do touch,
 _____ And palm to palm is holy palmers' kiss.
 _____ Have not saints lips, and holy palmers too?
 _____ This holy shrine, the gentle fine is this:
 _____ O, then, dear saint, let lips do what hands do;
 _____ They pray, grant thou, lest faith turn to despair.
 _____ Then move not, while my prayer's effect I take.

Match the Quote to the Characters

Draw a line from the Quote to the Character

Rebellious subjects, enemies to peace (...)
On pain of torture, from those bloody hands
Throw your mistemper'd weapons to the ground....

Friar Laurence

True, I talk of dreams,
Which are the children of an idle brain,
Begon of nothing but vain fantasy,
Which is as thin of substance as the air....

Juliet

Well, think of marriage now, younger than you,
Here in Verona, ladies of esteem,
Are made already mothers....

Mercutio

My only love sprung from my only hate!
Too early seen unknown, and known too late!
Prodigious birth of life, it is to me,
That I must love a loathed enemy.

Tybalt

...this is a Montague, our foe,
A villian that is come in spite,
To scorn at our solemnity this night.

Nurse

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,...

Lady Capulet

Your love says, like an honest gentlemen, and
a courteous, and a kind, and a handsome, and,
I warrent, a virtuous -- where is your mother?

Benvolio

But come, young waverer, come, go with me,
In one respect I'll thy assistant be;
For this alliance may so happy prove,
To turn your household's rancour to pure love.

Prince Escalus

I pray thee, good Mercutio, let's retire;
The day is hot, the Capels abroad,
And, if we meet, we shall not scape a brawl;
For now, these hot days, is the mad blood stirring.

Romeo

Now, Tybalt, take the villian back again,
That late thou gavest me; for Mercutio's soul
Is but a little way above our heads,
Staying for thine to keep him company;

Lord Capulet

Answer Key

WORDSEARCH ANSWERS:

1. woe
2. houses
3. name
4. Verona
5. Laurence
6. Paris
7. Rosaline
8. Montague
9. Capulet
10. masked ball
11. King of Cats
12. Balcony
13. Mantua
14. Juliet

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| R | Q | E | G | C | E | M | I | V | P | K | D |
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| A | V | E | Z | N | F | E | J | F | L | D | I |
| T | E | I | M | Y | B | C | R | I | E | B | L |
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UNSCRAMBLE A SONNET ANSWERS:

- 6 Which mannerly devotion shows in this;
- 10 Ay, pilgrim, lips that they must use in prayer
- 1 If I profane with my unworhiest hand
- 3 My lips, two blushing pilgrims, ready stand

- 4 To smooth that rough touch with a tender kiss.
- 14 Saints do not move, though grant for prayers' sake.
- 5 Good pilgrim, you do wrong your hand too much,
- 7 For saints have hands that pilgrims' hands do touch,

- 8 And palm to palm is holy palmers' kiss.
- 9 Have not saints lips, and holy palmers too?
- 2 This holy shrine, the gentle fine is this:
- 11 O, then, dear saint, let lips do what hands do;

- 12 They pray, grant thou, lest faith turn to despair.
- 1 1 Then move not, while my prayer's effect I take.

THE ACTUAL SCENE IS BELOW:

ROMEO: If I profane with my unworhiest hand
 This holy shrine, the gentle fine is this:
 My lips, two blushing pilgrims, ready stand
 To smooth that rough touch with a tender kiss.

JULIET: Good pilgrim, you do wrong your hand too much,
 Which mannerly devotion shows in this;
 For saints have hands that pilgrims' hands do touch,
 And palm to palm is holy palmers' kiss.

ROMEO: Have not saints lips, and holy palmers too?

JULIET: Ay, pilgrim, lips that they must use in prayer.

ROMEO: O, then, dear saint, let lips do what hands do;
 They pray, grant thou, lest faith turn to despair.

JULIET: Saints do not move, though grant for prayers' sake.

ROMEO: Then move not, while my prayer's effect I take.

Answer Key

Matching Quotes Answers:

PRINCE ESCALUS:

Rebellious subjects, enemies to peace (...)

MERCUTIO:

True, I talk of dreams,...

LADY CAPULET

Well, think of marriage now, younger than you,...

JULIET:

My only love sprung from my only hate!...

TYBALT:

...this is a Montague, our foe,...

LORD CAPULET;

Thank me no thankings, nor proud me no prouds,...

NURSE:

Your love says, like an honest gentlemen, and a courte...

FRIAR LAURENCE:

But come, young waverer, come, go with me,...

BENVOLIO:

I pray thee, good Mercutio, let's retire;...

ROMEO:

Now, Tybalt, take the villain back again,...

Order of Events in Romeo and Juliet:

ACT 1:

2

9

3

6

8

4

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ACT 2:

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3

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ACT 3:

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ACT 4:

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ACT 5:

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