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## *A Study of the Play: Romeo and Juliet* *by William Shakespeare*

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## **This is Shakespeare's Sonnet #130.**

Label its rhyme scheme and label the couplet.

### **My mistress' eyes are nothing like the sun**

William Shakespeare

My mistress' eyes are nothing like the sun;  
Coral is far more red than her lips' red:  
If snow be white, why then her breasts are dun;  
If hairs be wires, black wires grow on her head.

I have seen roses damasked, red and white,  
But no such roses see I in her cheeks;  
And in some perfumes is there more delight  
Than in the breath that from my mistress reeks.

I love to hear her speak, yet well I know  
That music hath a far more pleasing sound.  
I grant I never saw a goddess go;  
My mistress, when she walks, treads on the ground.

And yet, by heaven, I think my love as rare  
As any she belied with false compare.

# Vocabulary

Act I

## scene i

- mutiny** — (n) wilful refusal to obey authority; revolt against superior officer
- quarrel** — (v) dispute angrily; (n) a verbal clash
- kinsman** — (n) relative
- pernicious** — (adj) very destructive or injurious
- forfeit** — (n) penalty or fine; to lose the right to by error, offense, or crime
- adversary** — (n) foe or enemy
- propagate** — (n) multiply; reproduce biologically

## scene ii

- anguish** — (n) extreme pain or distress
- ancient** — (adj) having existed for many years
- transparent** — (n) clear enough to be seen through; (v) readily understood

## scene iii

- counsel** — (n) advice; (v) to advise
- disposition** — (n) disposal; arrangement; natural attitude toward things
- obscured** — (adj) dim, gloomy, vague; (v) to conceal or hide

## scene v

- nuptial** — (n) marriage; wedding
- enrich** — (v) to make rich; adorn
- endure** — (v) to tolerate; to persist; to suffer firmly or patiently
- purge** — (v) to cleanse or purify; (n) an act or result of purging
- trifling** — (adj) trivial; insignificant

# Romeo & Juliet

Act 1, scene iii

## **Learning Outcomes:**

- ❖ Students will use agreed-upon rules for informal and formal discussions in small and large groups.
- ❖ Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire knowledge.
- ❖ Students will decode accurately and understand new words encountered in their reading materials.
- ❖ Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.
- ❖ Students will identify, analyse, and apply knowledge of the characteristics of different genres.
- ❖ Students will identify, analyse, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.
- ❖ Students will identify and analyse how an author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.

## **Books, Resources, and Materials Needed:**

- ❖ Text of *Romeo and Juliet*
- ❖ Quiz I (page 33)

## **Set-up:**

- ❖ Chairs in a circle

## **Process:**

- ❖ Continue reading the text.
- ❖ Discuss the vocabulary and themes as they are encountered in the reading.
- ❖ Pass out the Quiz.
- ❖ Have students complete the quiz and turn it in (10-20 minutes).

## **Discussion Questions:**

- ❖ Compare the Nurse and Juliet's mother.
- ❖ Do we have Nurses today? (Nannies, baby-sitters, god-parents, etc.)
- ❖ Does Juliet want to get married?
- ❖ What is the feeling in the communication between Juliet and her mother?
- ❖ How does her mother respond to Juliet's wishes about marriage?
- ❖ Do your parents know what you want in your life? Do they ask you? Do they listen?

## **Informal Evaluation:**

- ❖ Do students participate in the discussion?
- ❖ Are students becoming more at ease with the language?

## **Extension Activities/Homework:**

- ❖ Summarise the scene.
- ❖ Character sketches of the Nurse and/or the mother.

## Quiz 1

### *Act 1, scenes i, ii, and iii*

#### **Summary**

Fill in the blanks with complete answers.

#### **scene i:**

A fight breaks out between servants of two rival families, the \_\_\_\_\_ and the \_\_\_\_\_. Two leading characters of the drama, \_\_\_\_\_ and \_\_\_\_\_, take over the fight.

Romeo, the star, is depressed because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

#### **scene ii:**

A wealthy gentleman, \_\_\_\_\_, wants to \_\_\_\_\_ Juliet, daughter of Sir \_\_\_\_\_. Romeo finds out from an illiterate servant that there is going to be a \_\_\_\_\_.

#### **scene iii:**

Juliet's mother tells Juliet that \_\_\_\_\_ wants \_\_\_\_\_. Juliet responds \_\_\_\_\_  
\_\_\_\_\_.

#### **Vocabulary**

Write the letter of the definition for each vocabulary word in the blank space beside that word.

- |                      |                     |
|----------------------|---------------------|
| _____ 1. adversary   | a. natural attitude |
| _____ 2. anguish     | b. revolt           |
| _____ 3. disposition | c. extreme pain     |
| _____ 4. kinsman     | d. enemy            |
| _____ 5. mutiny      | e. relative         |