

KEY
STAGES
2
+
3

MULTIPLE INTELLIGENCES



ROMEO and JULIET

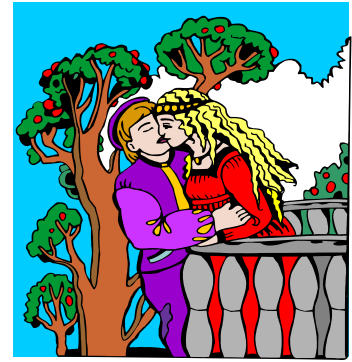
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A Note to the Teacher



This is a booklet of activity ideas for Romeo and Juliet based on Howard Gardner's theory of the multiple intelligences. It is for use during independent group work in Literacy, and will be useful to both primary and secondary teachers as the activities are differentiated to suit National Curriculum Levels 2 – 5.

These activities are not prescriptive, nor do they provide a comprehensive coverage of the play - but they do touch on characterisation, themes, plot details and interpretation. Feel free to adapt, modify, amend and improve upon these ideas (we have provided background notes on the multiple intelligences (pages 4 and 5) as well as a Lesson Planning Prompt sheet (page 6) should teachers wish to take these ideas further.

This booklet contains a series of TASKCARDS, all based on a particular intelligence, and differentiated to suit most learners.

Taskcards A are suitable for S.E.N pupils and those struggling with English. These pupils will need support in reading the instructions.

Taskcards B are suitable for students working at level 3 or grade D.

Taskcards C are suitable for those working at level 4 OR grades C and B.

Taskcards D are suitable for those on the Gifted and Talented register, or those working above and beyond level 4/ Grade A/A+.

Instructions are cased in a text box and are in bold print; answer areas are demarked with dotted lines.

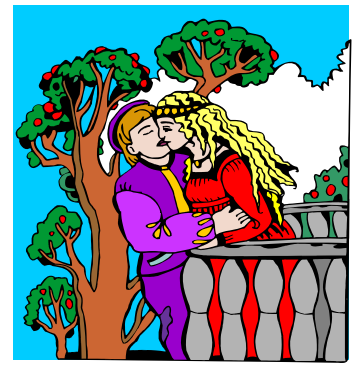
Although the activities are timed between 20 minutes and half an hour, teachers may adjust the timings to suit the needs of a particular class.

The activities are not designed to take the place of Teaching Time – this has deliberately not been addressed here to allow teachers maximum flexibility when choosing and adapting activities.









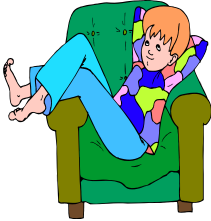



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4, 5	Notes on the Multiple Intelligences <i>Here you will find information on the types of activities best suited for each intelligence, as well as lists of possible resources for use in the classroom.</i>
6	Planning Prompt Sheet <i>This page is a handy sheet of prompting tips for use when planning activities based on the Multiple Intelligences</i>
7, 8	Overview of Learning Intentions and Activities <i>These pages show you which activities cover which intelligences, and provide a brief overview of the learning intentions for each activity.</i>
9 -12	Verbal Linguistic Task Cards A-D <i>Four differentiated activities for group work – levels 2 - 5</i>
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INTELLIGENCE	LIKES TO	LEARNS BEST THROUGH	LEARNING ACTIVITIES	RESOURCES
VERBAL – LINGUISTIC 	Read, write, talk, listen to words, Memorise, Work at puzzles Use metaphors, Analogies Play with language	reading, hearing, seeing words, speaking, writing, discussing, debating	Symbols, printouts, debates, poetry, jokes, speeches, reading, storytelling, listening, audio-tapes, essays, reports, crosswords, fiction, non-fiction, newspapers, magazines, internet, research, books, biographies, lectures, discussions, choral reading, journal writing, summaries, subtitled films, radio plays	reference books, glue, dictionary, computer, bulletin board, thesaurus, letter stencils, newspapers, notebooks, magazines, bookmaking materials, books on tape subtitled videos, writing utensils, word mobiles, cards, acrostics, mnemonics, word puzzles, internet word games, colour-in-words
LOGICAL – MATHEMATIC 	Figure things out Explore abstract patterns, Play strategy games, Quantify it, Think critically about it, Conceptualize it Manipulate Numbers, Solve Problems. Analytical Reasoning, Interpreting data, Maths and Science	experimentation, own discovery, searching for patterns	mazes, puzzles, outlines, matrices, sequences, patterns, logic, analogies, Timelines, equations, formulas, theorems, calculations, syllogisms, codes Games, probabilities, fractions	Pattern blocks, protractors, unifix cubes, balance scales, tangrams, Tape measures, puzzles, rulers, strategy games, construction sets, counters, dice, calculators, science equipment
BODILY KINESTHETIC 	Move around Use body language Express through movement Touch and talk Manipulate objects Build things	active learning, hands-on activities, moving to process information, acting out concepts	role-playing, dramatising, playing, facial expressions, body language, dancing, gestures, field trips, lab work, interviewing, sports, games	costumes, puzzles, sand, props, hats, scarves, masks, craft supplies, construction sets, tools, stacking blocks, building materials, Lego, puppets, sports books, tactile learning materials, scissors, sports magazines, clay
VISUAL – SPATIAL 	Create Construct Build Design Discern spatial relationships Construct visual clues Use images Use symbols Use colours	visual presentations, opportunities to engage in artistic activities, visually stimulating notes	mosaics, painting, drawings, sketches, illustrations, cartoons, sculptures, models, constructions, maps, storyboards, videotapes, photographs, symbols, visual aids, posters, murals, doodles, statues, collages, mobiles	markers, art prints, crayons, video equipment, collage materials, videotapes, pastels, graphic software, coloured pencils, computer, stencils, puzzles, rubber stamps, graphs, posters, charts, paints, clay, drawing paper, Lego sets, picture banks and picture library, display materials

<p>MUSICAL</p> 	<p>Read, write, talk, listen to/about music, Sing, hum Play instruments Listen to music Use rhyme to remember</p>	<p>rhythm, melody, singing, listening to music, active concert</p>	<p>performance, songs, musicals, instruments, rhythms, compositions, harmonies, chords, trios, duos, quartets, beat, melodies, raps, jingles, choral readings</p>	<p>tape recorder, recording instruments, headphones, musical software, tapes, CDs, keyboard with headphone, homemade instruments, books on musicians and music, world music collection, rhyming word banks</p>
<p>INTER PERSONAL</p> 	<p>Have friends Join groups Work in teams Talk to people Perform Mediate Compete in groups</p>	<p>sharing, comparing, relating, interviewing, co-operating, interaction</p>	<p>groups, projects, group tasks, observation tasks, social interactions, dialogues, conversations, debates, arguments, consensus, communication, collages, mosaics, murals, circle time, team games, board games, quizzes, challenges, sports</p>	<p>board games, party supplies, props/costumes for role-plays, opportunities for group work, group games and puzzles, autobiography and biography books, conflict resolution materials and posters, tutoring activities, group projects, board games, comfortable chairs, rugs, poster making materials, large felt tips</p>
<p>INTRA PERSONAL</p> 	<p>Work alone Reflect Pursue interests Be philosophical Record thoughts in diary, Dream</p>	<p>working alone, work in own space, work at own pace, individual projects</p>	<p>journals, meditations, self-assessments, intuiting, logs, records, quotations, "I" statements, affirmations, insight, poetry, interpretations creative expression, setting goals</p>	<p>self-checking materials, journals, materials for projects, private quiet place, writing materials, diaries, stories and books dealing with character development, independent projects, personal collections</p>
<p>NATURALISTIC</p> 	<p>Be involved with nature Be around and care for animals Make distinctions Classify information</p>	<p>working in nature, exploring living things, linking information to concept of ecosystem, using natural imagery</p>	<p>field trips, field study, bird watching, observing nests, planting, photography, nature walks, nature forecasting, exploring natural phenomena, exploring caves, categorising, ecology studies, protest marches, shell collecting, identifying plants, keeping gardens</p>	<p>nature study books, national geographic-type publications, science equipment, gardening tools, binoculars, bird feeders, nearby pond, environmental pamphlets, posters, BBC Wildlife documentaries – videos, internet addresses of nature organisations, CD roms</p>

S M C Z M G - - G U Z C U S

VERBAL – LINGUISTIC

- ◆ How can I make keywords more noticeable?
- ◆ Are there creative ways to enable students to “discover” the meanings of keywords?
- ◆ Can I use analogy/metaphor/simile to explain work?
- ◆ Can I provide more than one reading activity?
(i.e. skim, scan, deep read, summarise, paraphrase?)
- ◆ Can I provide opportunities to play with words?
- ◆ Is there a range of writing opportunities?
(i.e. labels, headings, titles, one-word answers, word-pictures, captions, descriptions, explanations, sequences, paragraphs, different styles, different audiences, different purposes)
- ◆ Will there be opportunity to find the topic sentences of texts/ identify the main points?
- ◆ Can I use more than one speaking activity?
(question answer; debate, argue, compare/contrast/, paraphrase, dialogue, monologue, speech, quiz, different voices, hot-seating)

VISUAL-SPATIAL

- ◆ How can I include visuals, colours, art, graphs, and pictures?
- ◆ Can the students depict their findings graphically?
- ◆ Can I use colour to help group like items together?
- ◆ Can the info be presented as a visual analogy/ metaphor?
- ◆ Can they use non-lined paper to diagram their thought processes?

INTRAPERSONAL

- ◆ How can I include private learning time and student choice?
- ◆ Are there opportunities for students to reflect on their own feelings, to respond in personal ways?
- ◆ How can you link/relate/compare new learning with personal experiences?

PLANNING PROMPTS

INTERPERSONAL

- ◆ How can I include groupwork, peer sharing, discussion, drama?
- ◆ How do I get students to interact with each other?
- ◆ Does my groupwork involve students contributing in individual ways to the completion of a group task?
- ◆ How can I include opportunities for students to share their work with each other?
- ◆ Are divergent thinkers catered for?
- ◆ Are there opportunities for students to assess and review group dynamics?

MUSICAL

- ◆ How can I include music, sounds, rhythms, dance?
- ◆ Can rhyme be used to aid memory?
- ◆ Can music be used to create mood, atmosphere?
- ◆ How can the students use musical abilities to express understanding?

LOGICAL-MATHEMATIC





- ◆ How can I include numbers, classifications, critical thinking and calculations?
- ◆ Can I present some of the information as a puzzle or an investigation?
- ◆ Are there opportunities to devise experiments?
- ◆ Can I provide opportunities for students to make predictions and to be able to check results?
- ◆ Can I use statistical data to compare pieces of information?
- ◆ Can I offer students the chance to “figure things out “ for themselves?

BODILY-KINESTHETIC



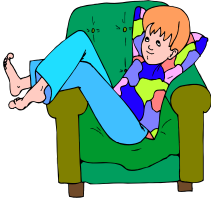

- ◆ How can the students use their bodies to convey understanding and meaning?
- ◆ Have I included regular breaks, involving movement?
- ◆ Are there opportunities to make, create, build things?
- ◆ Can dance be used to express new info?
- ◆ Is there opportunity to express learning without words or pictures?
- ◆ Can manipulatives be used?
- ◆ Is there opportunity for crafts?
- ◆ Can info be represented three dimensionally?

NATURALISTIC

- ◆ Are there patterns that students can discern in the work?
- ◆ How does this work fit into what’s gone before and what’s to come?
- ◆ Can I use examples from nature to explain concepts?
- ◆ How can students record their work to show the interconnectedness of things?

INTELLIGENCE	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
VERBAL – LINGUISTIC 	TASKCARD 1A <i>To develop independent spelling strategies</i> Students create fun ways to remember spellings of character's names. Page 9, 10	TASKCARD 1B <i>To connect the relationships between the characters</i> Students create a linked wordsearch based on the characters' names. Page 11	TASKCARD 1C <i>To develop grammatical deduction skills</i> Students complete a cloze exercise, filling in missing verbs and conjunctions Page 12	TASKCARD 1D <i>To develop summary skills and practise register</i> Students read the Prologue and rewrite it within word limits, aimed at 10 year olds Page 13
LOGICAL – MATHEMATIC 	TASKCARD 2A <i>To be able to brainstorm ideas and rank them in order of importance</i> Students brainstorm ways to improve self control for the characters whom the Prince has threatened with death. Page 14	TASKCARD 2B <i>To develop critical thinking skills/ improve knowledge of Act 1</i> Using a synopsis of Act 1, Students generate questions for a quiz using the formats provided. Page 15, 16, 17	TASKCARD 2C <i>To develop hypothesizing skills/ to have a closer understanding of cause and effect</i> Students consider ways in which the deaths of the lovers could have been avoided. Page 18, 19	TASKCARD 2D <i>To develop critical reading skills</i> Students generate high order thinking questions based on synopsis of entire play. Page 20,21,22
BODILY KINESTHETIC 	TASKCARD 3A <i>To experience directing a scene for the stage</i> Students will choreograph and act out a fight sequence from Act 2. Page 23	TASKCARD 3B <i>To familiarise themselves with the plot details of Act 2 and 3.</i> Students act out/ dance/ mime the main events of Acts 2+3 Page 24	TASKCARD 3C <i>To familiarise selves with some memorable quote</i> Students play charades using quote cards from Acts 1 – 3. Page 25	WORKCARD 3D <i>To synthesise and summarise the events of the play</i> Students have to condense and act out the play – sans words – in exactly two minutes. Page 26
VISUAL – SPATIAL 	TASKCARD 4A <i>To determine character traits</i> Students think of one word to describe each of the characters they will draw, and then draw the character so that the trait is clear. Page 27	TASKCARD 4B <i>To gain understanding of plot</i> Students create a comic book version of ACTS 4 AND 5 using 15 frames. Page 28,29,30	TASKCARD 4C <i>To be able to construct a set proposal</i> Students create a mini set of the death scene using only the materials suggested. Page 31,32,33	TASKCARD 4D <i>To develop note taking skills</i> Students create a mindmap on notes to do with the play Page 34

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<p>MUSICAL</p> 	<p>TASKCARD 5 A</p> <p><i>To be able to generate rhyming words and use them to write a song</i></p> <p>Students generate rhymes and use them in a song about Romeo and Juliet's relationship</p> <p>Page 35, 36</p>	<p>TASKCARD 5 B</p> <p><i>To be able to write a song about the plot of the play</i></p> <p>Students rewrite the plot of the play as a song</p> <p>Page 37, 38</p>	<p>TASKCARD 5 C</p> <p><i>To be able to infer themes from given quotes and use them in a song</i></p> <p>Students determine themes from quotes and use the quotes to write a song about the themes of the play</p> <p>Page 39, 40</p>	<p>TASKCARD 5 D</p> <p><i>To understand the mood changes in scenes, and express them in music</i></p> <p>Students choose favourite scenes and then add music to show mood changes.</p> <p>Page 41, 42</p>
<p>INTER PERSONAL</p> 	<p>TASKCARD 6 A</p> <p><i>To consider reasons for the families' strife; to gain a deeper understanding of character</i></p> <p>Students prepare a Jerry Springer style talk show with the Montagues and the Capulets as guests.</p> <p>Page 43, 44</p>	<p>TASKCARD 6 B</p> <p><i>To consider who was to blame for the deaths of the lovers</i></p> <p>Students prepare a court case trial during which characters are accused and convicted.</p> <p>Page 45, 46</p>	<p>TASKCARD 6 C</p> <p><i>To solve problems based of case analogies with the play</i></p> <p>Students work together to generate solutions to a problem and then to evaluate their solutions.</p> <p>Page 47,48, 49</p>	<p>TASKCARD 6 D</p> <p><i>To be able to synthesize quotes from the play into a board game</i></p> <p>Students work together to produce a board game based on quotes from the play.</p> <p>Page 50, 51, 52</p>
<p>INTRA PERSONAL</p> 	<p>TASKCARD 7 A</p> <p><i>To consider the thoughts and feelings of the main characters</i></p> <p>Students write responses to letters from Romeo and Juliet.</p> <p>Page 53, 54</p>	<p>TASKCARD 7 B</p> <p><i>To understand different points of view</i></p> <p>Students write diary entries for lesser characters in the play</p> <p>Page 55, 56</p>	<p>TASKCARD 7 C</p> <p><i>To understand the themes of love used in the play</i></p> <p>Students compile a love chart, showing the different sorts of love displayed during the play.</p> <p>Page 57</p>	<p>TASKCARD 7 D</p> <p><i>To gain a deeper understanding of character</i></p> <p>Students compile a personality trait questionnaire based on characters in the play</p> <p>Page 58</p>
<p>NATURALISTIC</p> 	<p>TASKCARD 8 A</p> <p><i>To be able to identify the character traits of the main characters</i></p> <p>Students decide on which animals should be chosen to play the roles in the new animated film.</p> <p>Page 59</p>	<p>TASKCARD 8 B</p> <p><i>To identify natural imagery from selected quotes</i></p> <p>Students identify and briefly explain the imagery used in certain quotes</p> <p>Page 60, 61</p>	<p>TASKCARD 8 C</p> <p><i>To be able to identify patterns in Shakespeare's use of imagery</i></p> <p>Students peruse quotes and colour code patterns within them.</p> <p>Page 62</p>	<p>TASKCARD 8 D</p> <p><i>To understand the role of minor characters in the play</i></p> <p>Students argue the existence of either Friar Lawrence or The Nurse</p> <p>Page 63</p>

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TASKCARD 1 A
VERBAL
LINGUISTIC
ACTIVITY 1/2

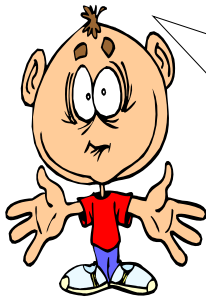
- Answer questions 1 -5.
- Write your answers in the dotted boxes.
- Work in pairs.



How do I remember that Romeo is a MONTAGUE not a Capulet?

Easy! Write them together like this...

R
O
Montague
E
O

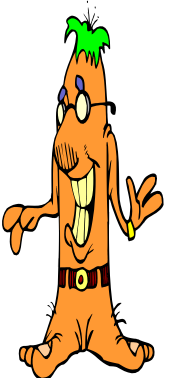


1. How do I remember that Juliet is a CAPULET not a Montague?

1.



2. How do I remember that Benvolio and Mercutio are friends of Romeo?



2.

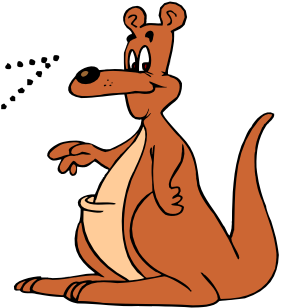


TASKCARD 1 A
VERBAL
LINGUISTIC
ACTIVITY 2/2



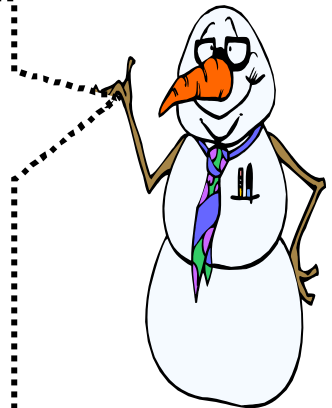
3. Think of 2 ways to remember how to spell Prince ESCALUS.

3.



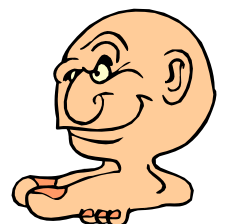
4. Think of 2 ways to remember the spelling of the word APOTHECARY (chemist)

4.



5. Write the names of the towns VERONA and MANTUA so that they actually look like towns.

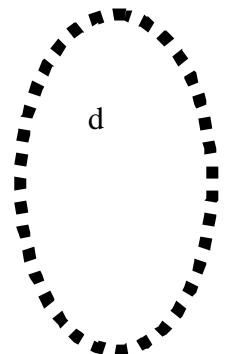
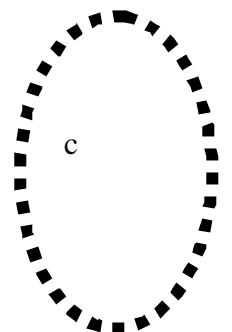
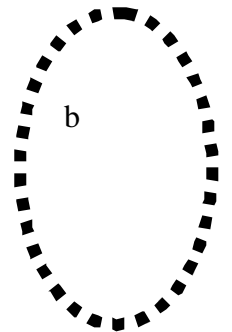
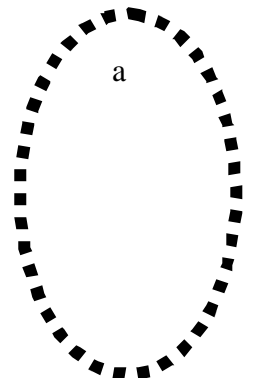
5.



ROMEO AND JULIET –

A SUMMARY

Fill in the missing conjunctions a to d in the circles below.



Fill in 2 possible verbs for each number.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

A boy and a girl, from families who 1 each other bitterly, 2 in love, ... (a) ... everything 3 wrong for them ... (b) ... they 4 themselves rather than 5.

Most of the play 6 in 'fair Verona' an attractive little city in the north of Italy. The action 7 quickly from the city streets to the hall of old Capulet's house, ... (c) ... to the orchard below Juliet's balcony, to Friar Lawrence's lonely cell ... (d) ... finally to the vault where the Capulets and the Montagues 8 their dead children.

The play 9 on a Sunday morning in the middle of July. Less than five days later, just before dawn on the following Thursday, it 10 all over.

TASKCARD 1 D
VERBAL
LINGUISTIC
ACTIVITY 1/1

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-cross'd lovers take
their life,
Whose 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'
strife.
The fearful passage of their parents'
rage,
Which, but their children's end,
nought 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.

Rewrite the prologue
so that it:

- a) is between
50 and 70
words
- b) can be
understood
by 10 year
olds



TASKCARD 2A
LOGIC -
MATHEMATIC
ACTIVITY 1/1

Ask for help if
you find it hard
to understand
the instructions

Dear Group

I am a servant of the Capulets. The Prince said that if he catches me fighting again, I will be put to death. The problem is, the Montagues are always cussing me and dissing my family. Whenever they call me names, I become furious and lose my temper. Can you help me? I need 10 strategies to help me cope when people call me names.

Please can you number the strategies in order of effectiveness:
1 = the best one to try; 10 = the least effective idea.

Jot your ideas down here first, then
rank them in order of importance.

1.....

2.....

3.....

4.....

5.....

6.....

7.....

8.....

9.....

10.....

Quiz Maker

Read the summary of ACT 1 and then create questions based on it. Use the question starters provided.

ACT 1

A fight between servants of two important families the Montagues and the Capulets is broken up by the Prince. Romeo tells Benvolio that he is in love with Rosaline. Lady Capulet tells Juliet that she is to marry Paris. Lord Capulet starts to prepare for the celebrations.

A servant of Lord Capulet asks Romeo to read the invitation list.

Romeo decides to go to the ball to see Rosaline.

At the ball Romeo meets and falls in love with Juliet, only afterwards do they discover that their families are sworn enemies.

Tybalt recognises Romeo but is prevented from doing anything by Lord Capulet who does not want trouble.

1. Who

.....?

2. What

.....?

3. Where

.....?

4. When

.....?

5. How

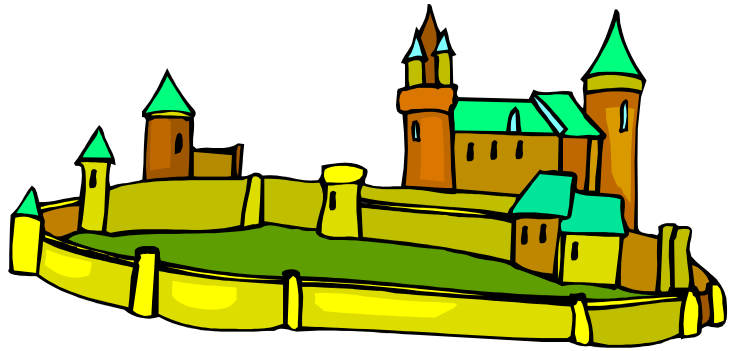
.....?

6. Why

.....?

7. How did

.....?



Multiple choice

1.

- a)?
- b)?
- c)?



2.

- a)?
- b)?
- c)?



3. Match the word in column a with the word in column B.

Draw a line to indicate your answer.



A

.....
.....
.....
.....
.....

B

.....
.....
.....
.....
.....



TASKCARD 2B
 LOGIC -
 MATHEMATIC
 ACTIVITY 3/3



4. Place the following in the correct order.

Number your answers:

.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>

5. TRUE OR FALSE?

.....?	_____
.....?	_____
.....?	_____
.....?	_____
.....?	_____

6. Circle the odd one out.

- a)
- b)
- c)



TASKCARD 2C
LOGIC -
MATHEMATIC
ACTIVITY 1/2

Could Romeo and Juliet's death have been avoided? Think of possible scenarios that might have prevented the lovers taking their lives. Write your responses on the lines, using the format:
Eg: If Rosaline had returned Romeo's love, then he would never have fallen for Juliet.

If

Then ...

A vertical line runs down the center of the page. From this line, six pairs of dotted lines branch out to the left and right, each ending in an arrowhead. This structure is designed for students to write conditional statements in the format 'If [condition], then [consequence]'.

TASKCARD 2C
LOGIC -
MATHEMATIC
ACTIVITY 2/2

Could Romeo and Juliet's death have been avoided? Think of possible scenarios that might have prevented the lovers taking their lives. Write your responses on the lines, using the format:
Eg: If Rosaline had returned Romeo's love, then he would never have fallen for Juliet.

If

Then ...

A vertical line runs down the center of the page. From this line, six pairs of dotted lines branch out to the left and right, ending in arrowheads. This structure is designed for students to write their 'If' and 'Then' scenarios.

TASKCARD
2D
LOGIC -
MATHEMATIC
ACTIVITY
1/3

Quiz Maker

Read the synopsis of the play and then generate questions, using the question frames, based on the synopsis.

CHOOSE 5 QUESTIONS
FROM EACH
CATEGORY.

Romeo (Montague), who is in love with Rosaline, goes to a party in an effort to forget her or to ease his broken heart. At this party he met Juliet, and immediately fell in love with her. He later finds out that she is a Capulet, the rival family of the Montagues. He decides that he loves her anyway and they confess their love for each other during the very famous "balcony scene" in which they agree to secretly marry the next day. Friar Lawrence agrees to marry them in an effort to end the feuding between the families. Unfortunately, the fighting gets worse and Mercutio (Montague), a good friend of Romeo's, ends up in a fight with Tybalt (Capulet), Juliet's cousin. Tybalt kills Mercutio, which causes Romeo to kill Tybalt in an angry rage. For this, Romeo is banished from Verona.

At the same time, the Capulet's are planning Juliet's marriage to Paris. Juliet does not want to marry this man so she arranges with Friar Lawrence to fake her own death with a sleeping potion that will make everyone think that she is dead. Friar Lawrence promises to send word to Romeo to meet her when the potion wears off and to rescue her to Mantua, where Romeo is currently staying. There they would live happily ever after. Unfortunately, Romeo does not receive this message on time and upon hearing of her "death" goes to Juliet's tomb where he drinks poison and dies. When Juliet's potion wears off, she awakens to find her lover's corpse. She then proceeds to stab herself with Romeo's dagger. The two families find the bodies and their shared sorrow, finally make peace with each other.

KNOWLEDGE AND COMPREHENSION QUESTIONS

- Who is / are.....?
- What is / are
- When does/ did
- What doesmean?
- How much/ many
- Give an example of
- What happens before / after.....?
- Which

ANALYSIS QUESTIONS

- Why does
- How does.....
- Give reasons for
- What are the types of
- What is/are the cause/s of
- What is/ are the result/s of
- How does
- Provide other examples of
- What are the similarities between.....?
- What are the differences between.....?
- What is the relationship between.....?
- How does apply to
- What is/are the problems/conflicts.....?

HYPOTHESIS QUESTIONS

- Ifoccurs, then what happens
- If had happened, then what would be different
- What will happen if.....
- How would things be different if.....
- If you could take away and replace it with,the result would be

EVALUATION QUESTIONS

- Is good or bad
- correct or incorrect
- relevant or irrelevant
- clear / unclear
- logical or illogical
- What are the advantages/ disadvantages of
- What are the pros and cons of
- What is the best solution to the problem/conflict/issue.....
- What should/should not happen
- Do I agree or disagree
- What is my opinion
- What is my support for my opinion

TASKCARD 3A
BODILY
KINESTHETIC
ACTIVITY 1/1

YOUR JOB AS STUNT DIRECTOR IS
TO WORK OUT THE MOVES FOR A
ONE MINUTE FIGHT SEQUENCE FOR
THE NEW FILM VERSION OF ROMEO
AND JULIET

YOU CAN CHOOSE:

- A) THE FIGHT BETWEEN ROMEO AND TYBALT
- B) THE FIGHT BETWEEN THE SERVANTS AT THE START OF THE PLAY

Your scene must last exactly one minute, and must be enacted without any directions during the plenary. You must know the moves off by heart. Use rulers for swords.

REMEMBER TO BE SAFE!

TASKCARD 3B
BODILY
KINESTHETIC
ACTIVITY 1/1



YOUR TASK

IN YOUR GROUP, ACT OUT THE EVENTS OF ACTS 2 AND 3 WITHOUT USING ANY WORDS. YOU MAY CHOOSE TO DO THIS IN THE FORM OF A DANCE OR A MIME. EACH EVENT MUST BE INCLUDED. YOU WILL PERFORM YOUR SKIT TO THE CLASS.

ACT 2

Benvolio and Mercutio look for Romeo. Juliet tells Romeo she loves him and they exchange vows. Romeo goes to see Friar Lawrence, who agrees to marry them as it may help end the feud. Meanwhile Tybalt makes it known he wishes to challenge Romeo to a duel.

Romeo tells the Nurse of his plan to marry Juliet. Juliet blushes when she hears the news.

Romeo and Juliet meet at the Friar's cell and are married in secret.

ACT 3

Next day Mercutio picks a fight with Tybalt. Romeo turns up and tries to intervene. Tybalt kills Mercutio when Romeo gets in the way. This makes Romeo angry and he then kills Tybalt. Romeo now a murderer is banished from Verona.

TASKCARD 3C
BODILY
KINESTHETIC
ACTIVITY 1/1

Split into two groups. You will play a version of charades, whereby you have to act out – without words or sounds – these famous quotes. Act it out so that the meaning is made clear just from your expressions and movements. One person from one team acts out the quote (in bold). The other team must guess what the quote is and what it means. Score one point for each correct answer.

What's in a name? That which we call a rose by any other name would smell as sweet". - (Act II, Scene II). Names do not mean anything; call a rose something else – it'll still smell the same. Juliet is trying to excuse the fact that Romeo is a Montague.

Benvolio asks what is troubling Romeo. We learn that Romeo is saddened by the rejection of his love (Rosaline, mentioned later) adding that "**she'll not be hit / With Cupid's arrow; she hath Dian's wit;**" (she will not be hit by Cupid's arrow or fall in love with me; she has the wit and elusiveness of Diana, the goddess of hunting) and that she will remain chaste (pure),

Romeo is in love:

O! she doth teach the torches to burn bright. It seems she hangs upon the cheek of night / Like a rich jewel in an Ethiop's ear Romeo says this when he sees Juliet at the party. Her beauty is so radiant it outshines the torches. Just as a bright jewel stands out against the ear of an Ethiopian, so Juliet's beauty stands out against the darkness of the night.

Juliet yearning for her Romeo famously proclaims: "**O Romeo, Romeo! wherefore art thou Romeo?**" (Romeo, Romeo, where are you Romeo?), She wants to know why he should have the name of her enemy.

"Deny thy father [deny your father], and refuse thy [your] name; / Or, if thou wilt not, be but sworn my love, / And I'll no longer be a Capulet" Deny your father and your family's name or if you will not, if you swear your love to me, I will no longer be a Capulet.

The Friar agrees to marry Romeo and Juliet hoping that this union will end years of feuding. He warns of the dangers of quick love: "**Wisely and slow; they stumble that run fast"** Wisely and slow, those who run fast, stumble.

Mercutio describes Tybalt (Lines 19-38) as "'**a very good blade!-a very tall man!-a very good whore**'" His insult is like the punchline to a joke.

"Good Night, Good night! Parting is such sweet sorrow, that I shall say good night till it be morrow." Even though it is sad to be leaving (sorrow), at least we will see each other again (sweet).

TASKCARD 3D
BODILY
KINESTHETIC
ACTIVITY 1/1



You have two minutes in which to act out the condensed version of the play. You are not to speak at all in your enactment. Your challenge is to fit everything in within the time limit. You are going to need some time to prepare and practise. Everyone in the group must play an equal role.

Romeo (Montague), who is in love with Rosaline, goes to a party in an effort to forget her or to ease his broken heart. At this party he met Juliet, and immediately fell in love with her. He later finds out that she is a Capulet, the rival family of the Montagues. He decides that he loves her anyway and they confess their love for each other during the very famous "balcony scene" in which they agree to secretly marry the next day. Friar Lawrence agrees to marry them in an effort to end the feuding between the families. Unfortunately, the fighting gets worse and Mercutio (Montague), a good friend of Romeo's, ends up in a fight with Tybalt (Capulet), Juliet's cousin. Tybalt kills Mercutio, which causes Romeo to kill Tybalt in an angry rage. For this, Romeo is banished from Verona.

At the same time, the Capulet's are planning Juliet's marriage to Paris. Juliet does not want to marry this man so she arranges with Friar Lawrence to fake her own death with a sleeping potion that will make everyone think that she is dead. Friar Lawrence promises to send word to Romeo to meet her when the potion wears off and to rescue her to Mantua, where Romeo is currently staying. There they would live happily ever after. Unfortunately, Romeo does not receive this message on time and upon hearing of her "death" goes to Juliet's tomb where he drinks poison and dies. When Juliet's potion wears off, she awakens to find her lover's corpse. She then proceeds to stab herself with Romeo's dagger. The two families find the bodies and their shared sorrow, finally make peace with each other.

TASKCARD 4A
VISUAL SPATIAL
ACTIVITY 1/1

Think of ONE word to describe each character you will draw. Write the word at the bottom of the picture and the name at the top. Draw the portrait of six of the characters. We should be able to guess the word just by looking at your portrait.

<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>



TASKCARD 4B
VISUAL
SPATIAL
ACTIVITY 1/3

Create a comic book version of
Acts 4 and 5 using the frames
provided.

Act IV.

Paris reveals that the wedding will occur on Thursday. Juliet is cold to Paris. Friar Laurence tells Juliet to take a potion simulating death, allowing Romeo to take her away, unopposed to Mantua since everyone will think she is dead at the Capulet's ancient vault or burial ground.

Capulet makes plans for Juliet's wedding. Juliet, who has decided to drink Friar Laurence's potion, no longer opposes the wedding, delighting Capulet.

Hearing this good news, Capulet, who is keen to have Juliet marry Paris decides to move the wedding forward. It will now be on Wednesday morning, not Thursday as previously planned...

Juliet succeeds in sleeping alone which allows her to take the potion in privacy. Juliet worries about the Friar's intentions before the potion takes effect and she falls asleep...

Lady Capulet and the Nurse are busy making preparations for the wedding. It is 3 o'clock in the morning and now Capulet hearing music announcing Paris' arrival, tells the Nurse to wake Juliet. The Capulet's learn that their daughter Juliet is dead. The wedding preparations are changed to those of a funeral.

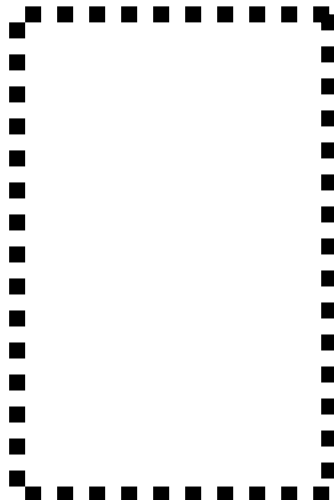
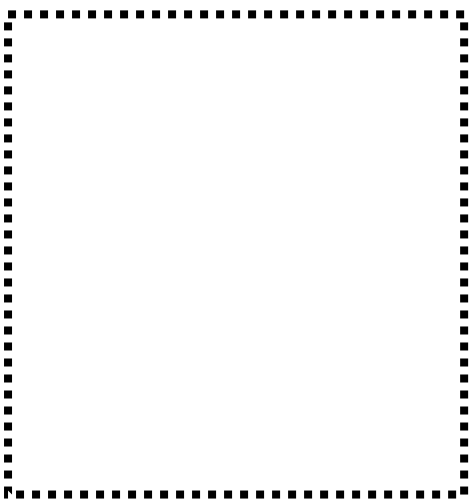
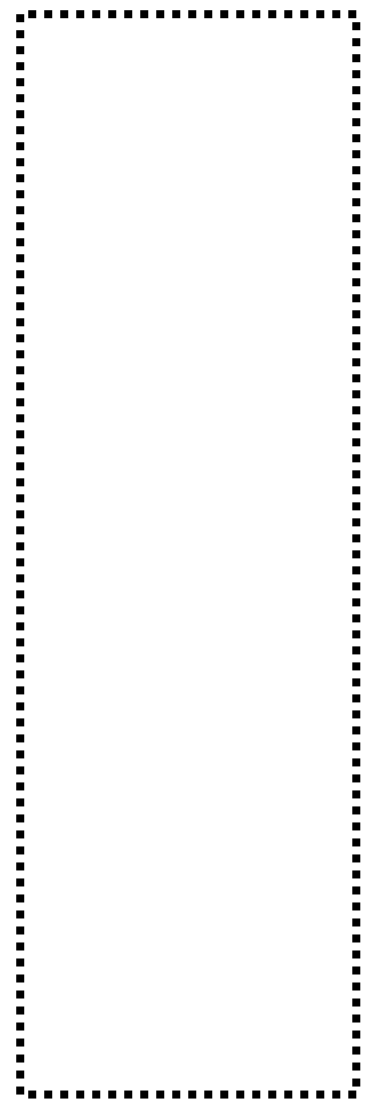
Act V.

In Mantua, Romeo learns of Juliet's death, deciding to risk his own life by returning to Verona at once to see Juliet one last time. Romeo also buys some poison from a local Apothecary.

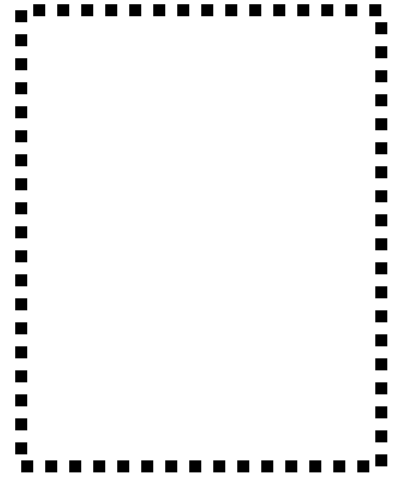
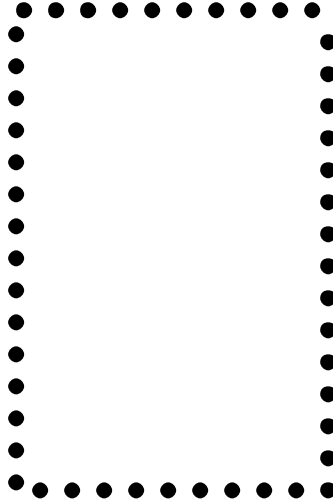
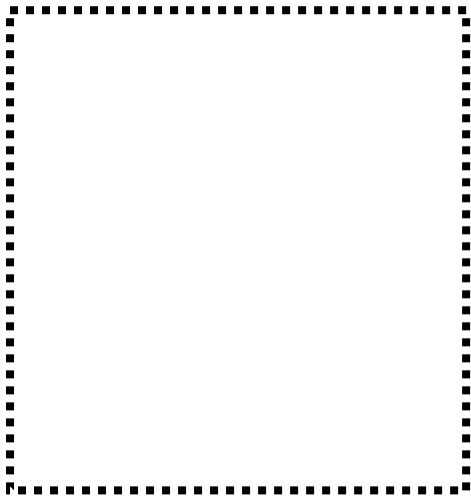
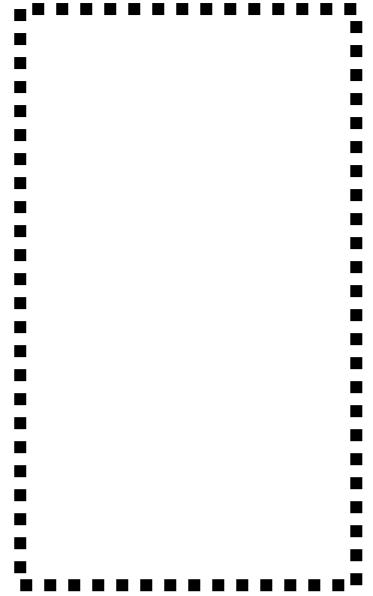
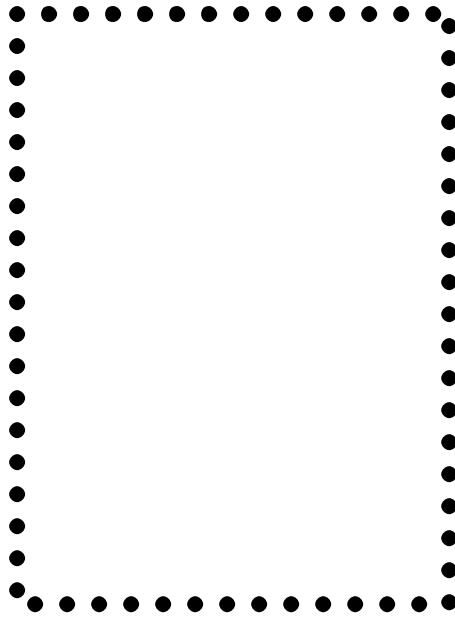
Friar John explains to Friar Laurence that his letter informing Romeo that Juliet is not dead, did not reach Romeo. Friar Laurence tries again to inform Romeo of his plan and heads off to the Capulet burial chamber where Juliet will soon awaken.

Paris mourns his bride that never was. Romeo arrives, opening Juliet's coffin to look at his love one last time. Paris fights Romeo whom he believes is desecrating Juliet's grave. Paris dies, Romeo placing him beside Juliet. Romeo takes his poison, kisses Juliet and dies. Friar Laurence arrives too late. Juliet, now awakens, asking for her Romeo. Friar Laurence leaves, leaving Juliet alone. Juliet kisses Romeo and stabs herself, dying. The Prince, Capulets, and Montagues arrive, Balthasar and Friar Laurence explaining all. Escalus scolds the two families who finally end their feud. The play ends with the Prince summarizing this tragic love story.

TASKCARD 4B
VISUAL
SPATIAL
ACTIVITY 2/3



TASKCARD 4B
VISUAL
SPATIAL
ACTIVITY 3/3



TASKCARD 4C
VISUAL
SPATIAL
ACTIVITY 1/3

THEATRE IN A BOX



The instructions on how to make a mini theatre set using a shoebox as a frame, have been lost. In your groups, devise a way of creating the set design for the Capulet's tomb and then write in the instructions so that it is easy for others to follow. Describe your efforts in the boxes below.

WHAT WE WILL NEED

WHAT WE DID FIRST

HOW WE CHANGED OUR IDEAS

HOW TO BUILD A MINI THEATRE SET *INSTRUCTIONS*



YOU WILL NEED:

1. WRITTEN

1. DRAWING/ DIAGRAM

2. WRITTEN

2. DRAWING/ DIAGRAM

HOW TO BUILD A MINI THEATRE SET *INSTRUCTIONS*

3. WRITTEN

3. DRAWING/ DIAGRAM

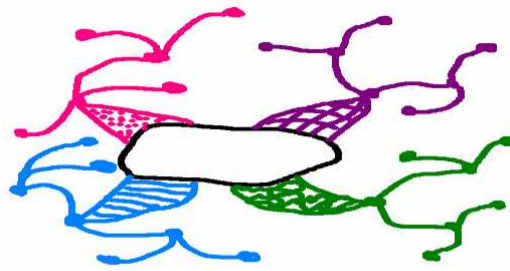
4. WRITTEN

4. DRAWING/ DIAGRAM

5. WRITTEN

5. DRAWING/ DIAGRAM

TASKCARD 4D
VISUAL
SPATIAL
ACTIVITY 1/1



Make a
mindmap of the
following text

Themes -

- Hastiness- Romeo is hasty to fall in and out of love. The two are too hasty to get married; they never thought about what could go wrong.
- Infatuation- Romeo and Juliet, in all probability, were not really in love. They were infatuated with each other. They were in love with the idea that they were in love. They could not have fallen so deeply in love with only one conversation.
- Selfishness- Everyone in this play (except Benvolio) acts selfishly. Juliet never told her parents about Romeo and did the selfish act of faking her death, which greatly upset them. The Capulets were selfish for making Juliet marry a man that she did not love. Both of the families were selfish for continuing the fighting. Friar Lawrence ran away when they saw the two families go into the tomb. He wanted to prevent himself from getting in trouble. Tybalt was selfish for killing Mercutio. Romeo was not thinking of Juliet as he killed her cousin.

Key Issues

- Feuding- The feuding of the families was the whole reason for the tragedy. They should have reconciled their differences years ago. They didn't even know what they were fighting about.
- Stereotypes- Some members of the Capulets and Montagues have never even met and yet they hate each other. Why? Because of a person's last name.
- Dreams- The whole story had occurred in a dream which foretold their fate. This was a warning for Romeo yet he chose to ignore it.
- Decisions- Many difficult decisions had to be made. Friar's decision to marry them was difficult. He could have told their parents. He risked taking the responsibility for marrying them knowing it might cause upheaval. Juliet had the difficult decision of how to get out of marrying Paris. She was also confronted with the dilemma of whether to appease her parents and follow their wishes which would mean marrying Paris or follow her heart and marry Romeo. The families made the decision to end their feud to prevent any more unnecessary deaths.
- Sacrifices- Romeo and Juliet were willing to sacrifice their relationship with their families in order to be together.
- Fate- It was considered fate that they would meet and fall in love and then die for each other. Fate brought them together as well as ended their lives. It was in the stars.

Moral lessons

There is more to love than lust. Romeo and Juliet did not take the time to get to know each other and form a deep intimate relationship. They rushed into their relationship. They were also very young to be experiencing love. Even people much older than them do not know what love means. It may have really been true love that was mutually felt by both of them though.

Labels mean nothing- Their last name was a label. Their names were what almost kept them apart. But love saw through that. They saw each other in secrecy and soon fell madly in love. Love sees no barriers.

Listen to advice- If the families had listened to the Prince of Verona and made peace, then Mercutio and Tybalt would not have died. If Romeo and Juliet would have listened to the advice given to them by the Friar then they would not have died so young. The Friar cautioned them about acting hasty and irrational. But instead the star-crossed lovers meet the fate of death.

Don't seek revenge- The families sought revenge for things that did not even involve them and happened years ago. They needed to forgive and forget. Yet when both parties are stubborn it takes the death of two young lovers for them to realize that their actions were wrong. Tybalt called Romeo a villain and dared him to fight. With his refusal Mercutio began to fight Tybalt to defend the family name. Romeo tries to stop them, but it is too late when Tybalt kills Mercutio. In anger and guilt Romeo retaliates and catches Tybalt. In Romeo's rashness Tybalt dies.

Don't act hastily- This involves the manner in which Romeo and Juliet acted. They should have thought things through first before they jumped into matrimony. Matrimony is a lifetime thing and not just a teenage phase

TASKCARD 5A
MUSICAL
ACTIVITY 1/2

- Under each word, write down 2 other words that rhyme with that word.
- Then use the words to write a rap song that Romeo and Juliet might sing to each other.
- The song should be about their relationship.
- There must be a chorus.
- The song should be between 40 and 60 words long.



Romeo

Juliet

Verona



Nurse

The Friar

Star-crossed



Light

Hate

Love



Tomb

Heart

Marry

TASKCARD 5B
MUSICAL
ACTIVITY 1/2

Your task is to write a song about the events of the play. Here are the key events in order – can you rewrite them so that they form a song with rhyme and rhythm? The next page is for your neat final draft. Your song should be between 60 and 150 words.



The servants fight.
The prince promises death.
Romeo longs for for Rosaline
Paris wants to marry Juliet
Romeo reads party invitation
Romeo and friends gatecrash Juliet's party
Romeo sees Juliet and falls in love
Juliet finds out that Romeo is her enemy
Romeo visits Juliet
They vow to marry
Nurse acts as a go between
Romeo and Juliet marry in secret
Tybalt kills Mercutio
Romeo kills Tybalt
Romeo is banished
Friar Lawrence's sleeping potion plan
Juliet's death is faked
Romeo's message does not arrive
Romeo believes Juliet is dead
Romeo and Paris fight outside tomb
Romeo sees Juliet dead and kills himself
Juliet wakes up and kills herself
The families build statues in honour of the lovers

Rough Notes

TASKCARD 5C
MUSICAL
ACTIVITY 1/2



You are asked to compose the theme tune to the new Romeo and Juliet movie. The song has to include memorable quotes from the play and should be a celebration of the themes in the play. Select from the options below to include in your song. Your song should be between 100 and 200 words. Select from at least 6 quotes.

A pair of star-crossed lovers.
Romeo and Juliet, Prologue

True, I talk of dreams,
Which are the children of an idle brain,
Begot of nothing but vain fantasy.
Romeo and Juliet, 1. 4

My only love sprung from my only hate!
Too early seen unknown, and known too late!
Romeo and Juliet, 1. 5

See, how she leans her cheek upon her hand!
O that I were a glove upon that hand,
That I might touch that cheek!
Romeo and Juliet, 2. 2

Eyes, look your last!
Arms, take your last embrace!
Romeo and Juliet, 5. 3

O! she doth teach the torches to burn bright.
It seems she hangs upon the cheek of night
Like a rich jewel in an Ethiop's ear;
Beauty too rich for use, for earth too dear.
Romeo and Juliet, 1. 5

He jests at scars that never felt a wound.
But, soft! what light through yonder window breaks?
It is the east, and Juliet is the sun.
Romeo and Juliet, 2. 2

O, swear not by the moon, the inconstant moon,
That monthly changes in her circled orb,
Lest that thy love prove likewise variable.
Romeo and Juliet, 2. 2

Good night, good night! parting is such sweet sorrow,
That I shall say good night till it be morrow.
Romeo and Juliet, 2. 2

These violent delights have violent ends.
Romeo and Juliet, 2. 6

A plague o' both your houses!
Romeo and Juliet, 3. 1

Wilt thou be gone? it is not yet near day:
It was the nightingale, and not the lark,
That pierced the fearful hollow of thine ear.
Romeo and Juliet, 3. 5

Have more care to stay than will to go.
Romeo and Juliet, 3. 5

O, I am Fortune's fool!
Romeo and Juliet, 3. 1

Come, gentle night, come, loving, black-brow'd night.
Romeo and Juliet, 3. 2

Give me my Romeo; and, when he shall die,
Take him and cut him out in little stars,
And he will make the face of heaven so fine
That all the world will be in love with night,
And pay no worship to the garish sun.
Romeo and Juliet, 3. 2

Was ever book containing such vile matter
So fairly bound? O, that deceit should dwell
In such a gorgeous palace!
Romeo and Juliet, 3. 2

Never was a story of more woe
Than this of Juliet and her Romeo.
Romeo and Juliet, 5. 3

TASKCARD 5C
MUSICAL
ACTIVITY 2/2

Title of song:
Authors



Lyrics

A large rectangular area enclosed by a dashed border, containing 20 horizontal lines for writing lyrics.



A smaller rectangular area enclosed by a dashed border, containing 5 horizontal lines for writing lyrics.

TASKCARD 5D
MUSICAL
ACTIVITY 1/2

Choose your favourite scene from each act in the play. Decide, if you were to film each scene, what sort of music you would choose to complement the scene. Does the mood change within each scene? What effect are you trying to create with the use of specific pieces of music? Fill your answers in the table below. Be very specific and detailed.

CHOSEN SCENE	MOOD CHANGES	MUSIC CHOSEN	DESIRED EFFECT

TASKCARD
5 D
MUSICAL
ACTIVITY 2/2



CHOSEN SCENE	MOOD CHANGES	MUSIC CHOSEN	DESIRED EFFECT

TALKSHOW 2000

Your group will enact an episode of a famous television talk show (like Oprah/ Jerry Springer).

One person will act as the host presenter, while other members of the group divide into groups of MONTAGUES AND CAPULETS. The title of the episode is A PLAGUE ON BOTH YOUR HOUSES.

The families have been brought together to discuss the reasons for their hatred of each other.

It is up to you to decide whether they work out their differences.

Use the planner sheet before preparing for your show.

The show must last 2 minutes.

TASKCARD 6 A
INTER
PERSONAL
ACTIVITY 2/2

TALKSHOW 2000
**PLANNER
SHEET**

Who will be the PRESENTER?.....

Who will play the roles of a) THE MONTAGUES?.....

b) THE CAPULETS?.....

What questions will he/she ask THE MONTAGUES?

.....
.....
.....
.....
.....

What sorts of answers is he/she likely to get?

.....
.....
.....
.....
.....

What questions will he / she ask THE CAPULETS?

.....
.....
.....
.....
.....

What sorts of answers is he/she likely to get?

.....
.....
.....
.....
.....

NOW PRACTISE YOUR SHOW – BY THE END THE AUDIENCE MUST HAVE SOME IDEA AS TO WHY THE FAMILIES HAVE HATED EACH OTHER FOR SO LONG.

THE PRESENTER MUST END THE SHOW WITH A SPEECH OF HIS / HER OWN, GIVING THE GUESTS SOME ADVICE ON HOW TO LIVE WITHOUT FIGHTING.

.....
.....
.....

JUDGEMENT DAY

Your task is to enact a court case, with a jury, a prosecutor, a judge and a defence lawyer.

The Case: Who was to blame for the death's of Romeo and Juliet?

The Prosecution must accuse 3 characters, and find a case against each of them. The prosecution must set out to prove their guilt – witnesses may be called.

The Defence has to prove that the accused are innocent and needs to call witnesses and to quote from the play. They can also set about proving that other characters were more to blame.

The trial should last 3 minutes – use the class as the jury if you wish.

Fill in the planning sheet before practising the trial.

EACH MEMBER MUST PLAY AN EQUAL PART IN THE PERFORMANCE OF THE TRIAL.

JUDGEMENT DAY

Planning Sheet



PROSECUTION EVIDENCE

Quotes

Witnesses



DEFENCE EVIDENCE

Quotes

Witnesses

ACCUSED #1

=

REASONS =

.....

.....

.....

.....

.....

.....

Quotes

Witnesses

ACCUSED #2

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REASONS =

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.....

.....

Quotes

Witnesses

Quotes

Witnesses

ACCUSED #3

=

REASONS =

.....

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.....

.....

Quotes

Witnesses

PROBLEMS PROBLEMS

- Below are three problem cases relating to Romeo and Juliet.
- Your job, as a group, is to brainstorm 3 possible solutions to these problems.
- Once you have generated solutions, you are to rate each of your ideas with a star rating for effectiveness.
- To do this, you will need to discuss and listen to each other's ideas.
- Before you rate a solution, you have to agree on the criteria for the rating.
- When you rate a solution, everyone in the group must agree on that rating.
- Read the problem cases below and use the problem solving pages on which to record your ideas.
- During plenary, your group is to present its findings to the class – and everyone in the group must play an equal role in the feedback.

PROBLEM CASE #1

My parents want me to marry within my religion and ethnic race. It is customary in my country to always obey your parents. They have already arranged a marriage for me with a young man from the next village. But I do not love this young man – I love another – a boy who is not of the same faith or ethnic background as I. I love this other boy very much and want to marry him, but I know that it is forbidden in my faith to disobey one's parents.

Signed: Sasha, 17 yrs old

How do I solve this problem?

PROBLEM CASE #2

I am a budding director and have decided to stage Romeo and Juliet at my school. The problem is: kids nowadays are not really tuned into Shakespeare – they find him boring and difficult to understand. I am afraid nobody will come and see the play. Would you like to spend two hours on a Saturday night in a school hall watching Romeo and Juliet? I must make sure that the production really draws in a teenage audience. But how?

How do I solve this problem?

PROBLEM CASE #3

Last week my fifteen year old son was moping about because the girl he fancies likes someone else. The week before he was heartbroken because an older girl rejected him. Now, after a party on Sunday night, he says he is in love with someone new and he wants to marry her! If I forbid him, he will run away, but if I allow him to marry, he might be making a huge mistake as he has only known this girl for a few days. I don't want him to think I am an old fuddy-duddy.

How do I solve this problem?

PROBLEMS PROBLEMS

The solution
 will get these
 star ratings
 ...

...if the solution has these qualities
 (write in 2 elements needed to be awarded that rating)



*	
**	

RESTATE THE PROBLEM
IN YOUR OWN WORDS

BRAINSTORM SOLUTIONS

EVALUATE EFFECTIVENESS
STAR RATING

↓

1.....

.....→

.....→

.....→

↓

PROBLEMS PROBLEMS

RESTATE THE PROBLEM
IN YOUR OWN WORDS

BRAINSTORM SOLUTIONS

EVALUATE EFFECTIVENESS
STAR RATING

↓

2.....
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QUOTE GAME

YOUR CHALLENGE
DESIGN A BOARD GAME BASED ON
THE QUOTES PAGE.

- THE GAME SHOULD REQUIRE 2 DICE, COLOURED COUNTERS, AND CAN BE PLAYED WITH UP TO 4 PLAYERS.
- THE GAME SHOULD HELP LEARNERS REMEMBER AND UNDERSTAND THE QUOTES.
- ASK YOUR TEACHER FOR THE MATERIALS TO MAKE THE GAME.
- RECORD THE INSTRUCTIONS ON THE INSTRUCTIONS SHEET.

TASKCARD 6 D
INTER
PERSONAL
ACTIVITY 2 / 3

QUOTE GAME PAGE

A pair of star-
crossed lovers.
Romeo and Juliet,
Prologue

He jests at scars that never felt a wound.
But, soft! what light through yonder window
breaks?
It is the east, and Juliet is the sun.
Romeo and Juliet, 2. 2

Come, gentle
night, come,
loving, black-
brow'd night.
Romeo and Juliet, 3.
2

True, I talk of
dreams,
Which are the
children of an idle
brain,
Begot of nothing
but vain fantasy.
Romeo and Juliet, 1. 4

O, swear not by the moon, the inconstant
moon,
That monthly changes in her circled orb,
Lest that thy love prove likewise variable.
Romeo and Juliet, 2. 2

Give me my
Romeo; and,
when he shall
die,
Take him and
cut him out in
little stars,
And he will
make the face
of heaven so
fine
That all the
world will be in
love with night,
And pay no
worship to the
garish sun.
Romeo and Juliet, 3.
2

My only love sprung
from my only hate!
Too early seen
unknown, and
known too late!
Romeo and Juliet, 1. 5

Good night, good night! parting is such sweet
sorrow,
That I shall say good night till it be morrow.
Romeo and Juliet, 2. 2

These violent delights have violent ends.
Romeo and Juliet, 2. 6

See, how she leans
her cheek upon her
hand!
O that I were a
glove upon that
hand,
That I might touch
that cheek!
Romeo and Juliet, 2. 2

A plague o' both your houses!
Romeo and Juliet, 3. 1

Wilt thou be gone? it is not yet near day:
It was the nightingale, and not the lark,
That pierced the fearful hollow of thine
ear.
Romeo and Juliet, 3. 5

Was ever book
containing such vile
matter
So fairly bound? O,
that deceit should dwell
In such a gorgeous
palace!
Romeo and Juliet, 3. 2

Eyes, look your
last!
Arms, take your
last embrace!
Romeo and Juliet, 5. 3

Have more care to stay than will to go.
Romeo and Juliet, 3. 5

Never was a story of
more woe
Than this of Juliet and
her Romeo.
Romeo and Juliet, 5. 3

Agony Aunt

Replies ...

Here are two letters written by Romeo and Juliet. In them, they ask for advice. What advice would you give them?
Write a short reply (20 – 40 words) for each of the letters.
Be honest in your response.

Letter #1:

Dear

I have lost everything. The Prince has banished me and now I find out that Juliet, my, love, is dead. This is all too much to take. I think I am going to kill myself because I do not see any hope.

Romeo

Letter #2:

Dear

I have just found out that my husband has killed my cousin. That means my husband is a murderer. Should I divorce him?

Juliet

Dear Diary

Complete the diary entries for the following characters. Try to put yourself in the mind of that character and write honestly from that person's point of view.

Paris

Sunday Morning:

I am going to ask for Juliet's hand today

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Sunday evening

Mr Capulet is going to have a word with Juliet !

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Wednesday evening:

Juliet is dead!

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TASKCARD 7 B
INTRA
PERSONAL
ACTIVITY 1/2

Dear Diary

Sunday night

Tybalt

I have just seen a Montague at our party!

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Thursday night

Nurse

It's all my fault!

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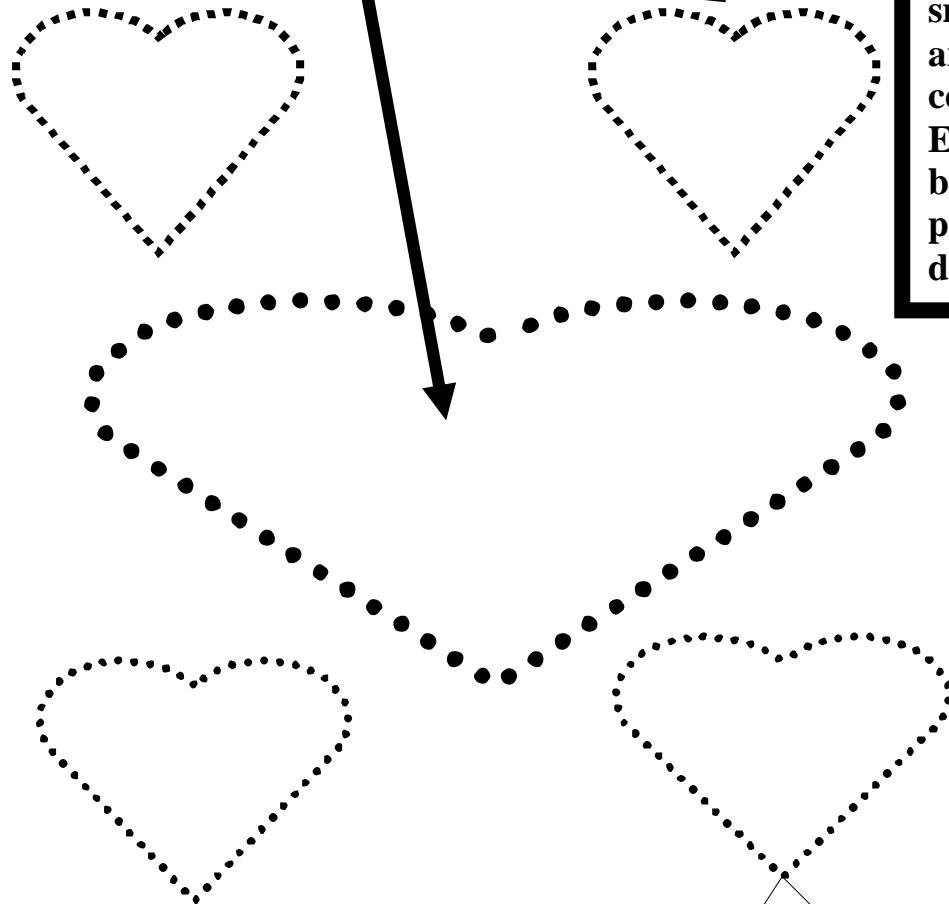
The Love Chart

Using coloured felt tips, create a giant Love Chart. Copy the dotted parts and follow the instructions in the text boxes.

1. Write in your definition of love in the central heart

2. Write down the different kinds of love found in the play in smaller hearts around the central heart.. Eg: the love between parent and daughter

3. Attach two lines to each smaller heart. On one line write down a quote as evidence of that kind of love, and on the other, write your opinion of that kind of love.



WHAT SORT OF CHARACTER ARE YOU?

Your task is to devise a personality trait questionnaire based on the sorts of characters we have in the play. Here is an example of what is expected:

1) You host a fabulous party but you notice your enemy has gatecrashed it.

Do you:

- a) decide to leave it and let everyone enjoy themselves?
- b) confront the enemy and through them out?
- c) get other guests to make the unwanted guests really feel unwanted

Continue with questions like these until you have 10 complete questions, each with 3 options.

At the end, provide an analysis of scores and an appraisal of character.

Eg. If you score mainly B's you are (like Tybalt) quick tempered, impulsive and unable to control your temper ...etc

The personality traits must be based on characters in the play.

Thus, the reader can take the quiz to see if he/she is more like Romeo than Tybalt; or more like Juliet than the Nurse.

Try and fit your questionnaire onto a sheet of A3 paper. Ensure the writing is clear enough to be seen at a distance as your sheet will be displayed in the classroom for others to read and use.

ANIMAL SHAKESPEARE

Imagine the play was animated with animals playing the roles of the characters. ! How weird is that? Your job is to decide which animal should play which role in the new version of Romeo and Juliet – The Jungle Version. Write your responses in the table below.

CHARACTER'S NAME	WHICH TYPE OF ANIMAL SHOULD PLAY THE ROLE?	WHY HAVE YOU CHOSEN THIS ANIMAL FOR THIS PART?
Romeo		
Juliet		
Mercutio		
Tybalt		
The Nurse		
Friar Lawrence		
Prince Escalus		

NATURAL IMAGERY

Read the quotes below. In each Shakespeare mentions something to do with nature. In the table on page 2/2, fill in the imagery used, and explain why you think Shakespeare chose the image.

He jests at scars that
never felt a wound.
But, soft! what light
through yonder window
breaks?
It is the east, and Juliet
is the sun.

Wilt thou be gone? it is
not yet near day:
It was the nightingale,
and not the lark,
That pierced the fearful
hollow of thine ear.

Come, gentle night,
come, loving, black-
brow'd night.

O, swear not by the
moon, the inconstant
moon,
That monthly
changes in her
circled orb,
Lest that thy love
prove likewise
variable.

This bud of love, by
summer's ripening
breath, May prove
a beauteous flower
when next we
meet.

NATURAL IMAGERY

REFERENCE TO NATURE	WRITE A COMMENT
Juliet is the sun	Juliet's beauty is so radiant it is like the sun shining

PATTERNS

Use 5 coloured pencils. Underline an image in one colour and seek echoes in other quotes, underlining them in the same colour. Then colour a different image in a quote and seek to use the same colour in different quotes. When you are done you should see that Shakespeare weaves images into a plot like a weaving putting patterns and colours in a design. When you have done, place your colours under labelled headings.

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That all the
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love with night,
And pay no
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Arms, take your
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