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 **Prestwick House**
Activity Pack
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Romeo and Juliet

BY WILLIAM SHAKESPEARE



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Name: _____

Date: _____

Pre-Reading**Research I****Objective:** Researching the author**Activity**

Research the life of William Shakespeare and write a short biography of him. Explain why most scholars consider him to be the greatest playwright who ever wrote in English. Write at least four paragraphs.

Name: _____

Date: _____

SIMILE CHART

Original Simile	Act, Scene, Character	Interpretation
"And yet, I warrant, it had upon its brow / A bump as big as a young cockerel's stone"	Act I, Scene iii, Nurse	The bump on Juliet's head was large.

Name: _____

Date: _____

Act III

Interpreting Shakespeare

Objective: Interpreting the meaning of Shakespeare's language

Activity

In the third act, Friar Laurence responds to Romeo's contemplation of suicide:

Friar Laurence: Hold thy desperate hand.
Art thou a man? Thy form cries out thou art;
Thy tears are womanish; thy wild acts denote
The unreasonable fury of a beast.
Unseemly woman in a seeming man!
Or ill-beseeming beast in seeming both!
Thou hast amazed me: By my holy order,
I thought thy disposition better temper'd.
Hast thou slain Tybalt? Wilt thou slay thyself?
And slay thy lady that in thy life lives,
By doing damned hate upon thyself?
Why raillest thou on thy birth, the heaven and earth?
Since birth and heaven and earth, all three, do meet
In thee at once, which thou at once wouldst lose.
Fie, fie, thou sham'st thy shape, thy love, thy wit,
Which, like a usurer, abound'st in all,
And usest none in that true use indeed
Which should bedeck thy shape, thy love, thy wit.
Thy noble shape is but a form of wax
Digressing from the valour of a man;
Thy dear love sworn, but hollow perjury,
Killing that love which thou hast vow'd to cherish;
Thy wit, that ornament to shape and love,
Misshapen in the conduct of them both,
Like powder in a skillless soldier's flask,
Is set afire by thine own ignorance,
And thou dismemb' red with thine own defence.

Rewrite Friar Laurence's statement in your own words. Use modern English.

Name: _____

Date: _____

MOTIF CHART (CONT.)

Motif	Occurrence (Act, Scene)	Supporting Evidence
Light and Dark (Includes: Sunrise/Sunset, Dawn/Dusk, Day/Night, East/West, Sun/Moon)		
High and Low (Includes: Flying, Rising, Climbing, Sinking, Falling, Over/Under, Up/Down)		

Name: _____

Date: _____

Acts I – V

Characterization

Objective: Creating a character map

Activity

Character relationships vary within and at the end of each Act. For each Act, draw a map that depicts the relationships among the major characters. Use the following key:

- An solid line from one character to another depicts a friendship.
- ==== A double line indicates mutual friendship.
- - - A broken line indicates dislike.
- A dotted line indicates mutual dislike.
- () Parentheses around a name indicate that a character is no longer present. (character is absent or dead)
- ? A question mark means that the reader is unsure at that point.
- ◇◇◇◇◇◇◇◇ A diamond line means that the characters are acquainted, but the reader is unsure of the relationship

Example:

ACT I

