

UNIT 4 Temptation and Loss
Drama Connections

A STEM school
FROEBEL
BILINGUAL SCHOOL
Home of the Space Generation



THE TRAGEDY OF
ROMEO & JULIET



WITH
JIM SOTO

SPEAK YOUR MIND

In your notebook, write a definition for Love.



But is it a feeling or is it something else?

THE BEST DESCRIPTION OF LOVE, EVER

1 Corinthians 13:1-8a

13 If I speak in the tongues of men or of angels, but do not have love, I am only a resounding gong or a clanging cymbal. ² If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing. ³ If I give all I possess to the poor and give over my body to hardship that I may boast, but do not have love, I gain nothing.

⁴ Love is patient, love is kind. It does not envy, it does not boast, it is not proud. ⁵ It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. ⁶ Love does not delight in evil but rejoices with the truth. ⁷ It always protects, always trusts, always hopes, always perseveres. ⁸ Love never fails.

Does this sound like just a feeling to you?

DEFINITIONS

LOVE

A decision to commit oneself to another's well being instead of giving up. A deeper understanding or care.

Decision to devote yourself to another person for better or worse. Faithfulness, confidence. Willingness to make sacrifices for another. Working at settling differences.

LUST

Any intense desire or craving for self gratification including sex.

Physical chemistry.

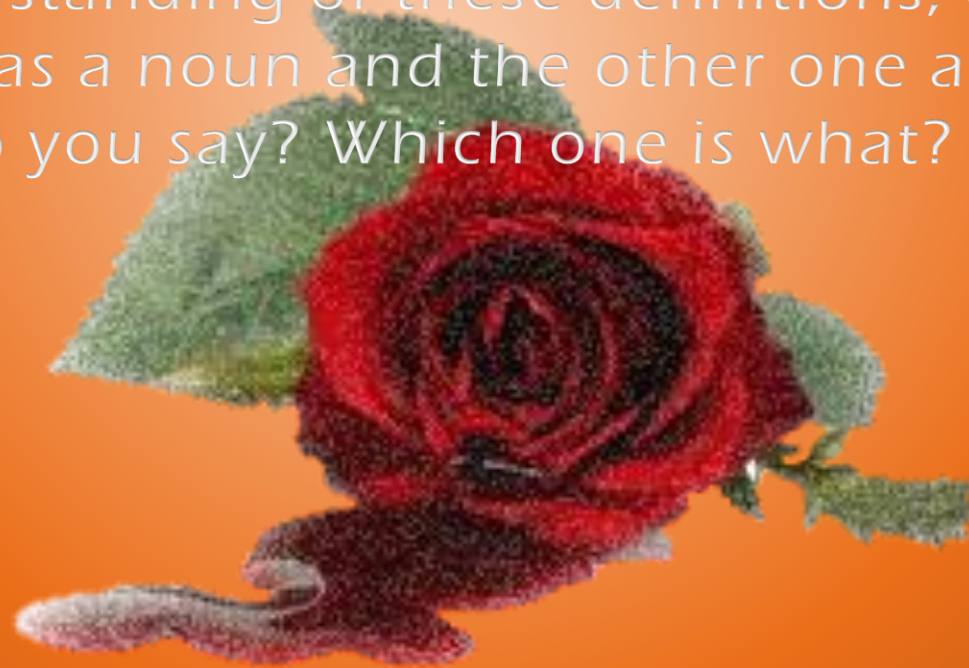
The desire and belief that everything is yours. No thought put into the other persons feeling or cares.

WHAT DO YOU MAKE OF THIS?

LOVE

LUST

A logical understanding of these definitions, clearly make one of the ideas a noun and the other one a verb. What do you say? Which one is what?



FOR FURTHER REFLECTION

*As you read *The Tragedy of Romeo & Juliet* you must consider, among many other issues, if what we see operating between them love or is it lust? You'll only be able to decide after reading the entire work. And during the next test you must be able to choose... and defend your stance.*



ANALYZE LITERARY DEVICES

Shakespeare uses a variety of literary devices in *The Tragedy of Romeo and Juliet* to create complex and believable characters, establish mood and setting, and develop suspense.

Characters - Shakespeare often uses a foil, or a character who contrasts with the protagonist. Mercutio is one of the most famous foils in literature, his ironic wit contrasts with Romeo's romanticism and his fierce family pride contrasts with Romeo's desire for peace between the two families.





Setting -Since Shakespearean theaters did not have stage sets with false trees and painted walls, the playwright had to create a sense of where the characters were by using descriptive dialogue. It's difficult to make that dialogue sound natural, but Shakespeare does it in this line from Act I, Scene 5: "*More light, you knaves! and turn the tables up, / And quench the fire, the room is grown too hot.*".



Mood - Shakespeare is brilliant at varying moods and building tension. Then he breaks that tension with such devices as comic relief, in which he uses word play. For example, Shakespeare's puns make use of a word's multiple meanings, or they play on its sound. Other literary devices Shakespeare uses include oxymorons, expressions containing an apparent contradiction ("parting is such sweet sorrow"); and similes ("My bounty is as boundless as the sea, / My love as deep; the more I give to thee, / The more I have, for both are infinite.").



Suspense - Shakespeare builds suspense even when the audience is so familiar with a story that it knows how the play ends. One device he uses is dramatic irony, in which the audience knows what one or more of the people on stage does not know. For example, Juliet pours out her heart in the balcony scene, not knowing that Romeo is listening. Another important device for building suspense is foreshadowing. At several points in the play characters refer, often unknowingly, to what will happen in the future.

ASSESSMENT 1

After reading Act 1 in pgs. 294 -321, in your book, complete these activities:

1. REFER TO TEXT &
2. REASON WITH TEXT
3. & ANALYZE LITERATURE
 - **Dramatic Speech** - Find the monologues, or long speeches, by the Prince, Capulet, Nurse, and Mercutio in this act. What information do they give about the situation in Verona or the characters? Do they advance the story or give background information.

(continues in next slide.)

3. ANALYZE LITERATURE

- Also note in Act I, Scene i, where Romeo uses paradoxes, or ideas that seem to contradict themselves, to explain his emotions:

O loving hate!
O any thing, of nothing first create!
O heavy lightness, serious vanity,
Misshapen chaos of well-seeming forms,
Feather of lead, bright smoke, cold fire, sick health,
Still-waking sleep, that is not what it is!

What do these paradoxes suggest about Romeo's state of mind?

ASSESSMENT 2

After reading Act 2 in pgs. 324 -343, in your book, complete these activities:

1. REFER TO TEXT &
2. REASON WITH TEXT
3. & ANALYZE LITERATURE
 - **Motivation** - A motivation is a force that moves a character to think, feel, or behave in a certain way. What do you learn about Romeo and Juliet from their actions and dialogue in Act II? What are their strengths and weaknesses? What motivates their behavior? For example, why does Romeo climb the wall into the Capulets' garden, despite the danger? What motivates Juliet in her responses to Romeo?

ASSESSMENT 3

After reading Act 3 in pgs. 346 -371, in your book, complete these activities:

1. REFER TO TEXT &
2. REASON WITH TEXT
3. & ANALYZE LITERATURE
 - **Stage Directions and Understatement** - Stage directions are included in a play to describe how something should be performed on stage. How are the stage directions in this act crucial to understanding the action? What other stage directions would you add if you were to produce this play?
 - An understatement is an ironic statement de-emphasizing something important. In Act III, Scene i, when Mercutio is slain by Tybalt, Mercutio uses understatement to express his condition: "*Ay, ay, a scratch, a scratch, marry, 'tis enough.*" What does this say about Mercutio's character?

ASSESSMENT 4

After reading Act 4 in pgs. 374 -387, in your book, complete these activities:

1. REFER TO TEXT &
2. REASON WITH TEXT
3. & ANALYZE LITERATURE
 - **Mood** - Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. Discuss the dramatic shifts in mood that occur throughout Act IV. Which scenes are the most intense and serious? Which scenes provide comic relief? Do you find the comic scenes in Act IV to be effective, or would the play be stronger without them? Explain.

ASSESSMENT 5

After reading Act 5 in pgs. 390 -404, in your book, complete these activities:

1. REFER TO TEXT &
2. REASON WITH TEXT
3. & ANALYZE LITERATURE
 - **Irony** - Irony is the difference between appearance and reality. For what purpose did Shakespeare use dramatic irony? Scan the text for examples. In each case, do you think the character or characters who were unaware would have acted differently if they had known what the audience knew? Explain your answer for each case.

ASSESSMENT 6

After reading *The Argument, Purgatory and Romeo and Juliet Over the Centuries* in pgs. 405 -408, in your book, complete these activities:

1. REFER TO TEXT &
2. REASON WITH TEXT
3. & TEXT TO TEXT CONNECTION
 - An **archetype** is a type of character, image, theme, symbol, plot, or other element that has appeared in the literature of the world from ancient times until today. What elements of Shakespeare's *The Tragedy of Romeo and Juliet* easily apply to more contemporary settings? View one or more of the film versions of *Romeo and Juliet* and compare how these archetypal elements are presented.



Jim Soto © 2023