

"A Plague o' Both Your Houses!"

SUGGESTED LEARNING STRATEGIES: Quickwrite, Graphic Organizer, Think-Pair-Share, Role Playing, Marking the Text, RAFT, Drafting, Visualizing, Oral Interpretation

Quickwrite: Before you read Act III, Scene 1, think about action scenes that you have seen on TV or in video games or movies. On a separate sheet of paper, quickwrite about action scenes that involve fighting. Use the following questions to guide your thinking, but do not limit yourself to answering just these questions:

- Why do people fight?
- Who usually wins in a fight? Why?
- Under what circumstances would you fight?
- What are the consequences of fighting?

While you are reading Act III, Scene 1, try to imagine the action in your head and think about why the characters are doing what they are doing.

Character	How is he behaving?	Why is he behaving in this way? What is his motivation?
Romeo		
Mercutio		
Tybalt		
Benvolio		

Reread the Prince's decision at the end of the scene. How does the Prince feel? What thoughts may be going through his mind? Pretend you are a director and make notes on the script below to indicate how you want the actor playing the Prince to deliver the lines. Begin by identifying where you would have the Prince pause for effect. Using pauses and silence is part of vocal variety, just as pitch, rate and intonation are. Include in your planning all the elements of visual delivery (gestures, posture, movement, eye contact, facial expression and props) and vocal delivery (volume, pitch, rate, pauses, vocal variety, and pronunciation/articulation). You will use these notations later to mark your text for the performance of your scene from the play.

Act III, Scene 1

PRINCE: And for that offence

Immediately we do exile him hence.

I have an interest in your hate's proceeding,

My blood for your rude brawls doth lie a-bleeding;

But I'll amerce you with so strong a fine

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That you shall all repent the loss of mine.

I will be deaf to pleading and excuses;

Nor tears nor prayers shall purchase out abuses.

Therefore use none. Let Romeo hence in haste,

Else, when he's found, that hour is his last.

10

Bear hence this body and attend our will.

Mercy but murders, pardoning those that kill.

- After you have heard some oral interpretations of this speech, note how they differ. What does the speaker do and to what effect? Which interpretation best expresses your ideas of how the Prince must be feeling at this moment? Why?

Comparing Film Interpretations: “And Fire-eyed Fury Be My Conduct Now”

ACTIVITY
4.18

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Discussion Groups, Drafting

Coming of age stories involve young characters who are just learning. From the opening of the play, the conflict between the Capulets and the Montagues has inspired “fire-eyed fury,” or anger that has erupted into violence and murder. As you watch at least two interpretations of Act III, Scene 1, pay attention to the portrayals of the major characters. Take notes on any shifts in the emotions of the characters and consider how the director presents the shift.

Create a list of big ideas or events in each scene. Use the key below to help you.

Director:

	Romeo	Mercutio	Tybalt
How does the character behave? (Consider visual and vocal delivery to show emotion.)			
Why does the character behave this way?			
What causes the shift in behavior?			
How does the character's behavior change?			
Why does the character behave in this new way?			

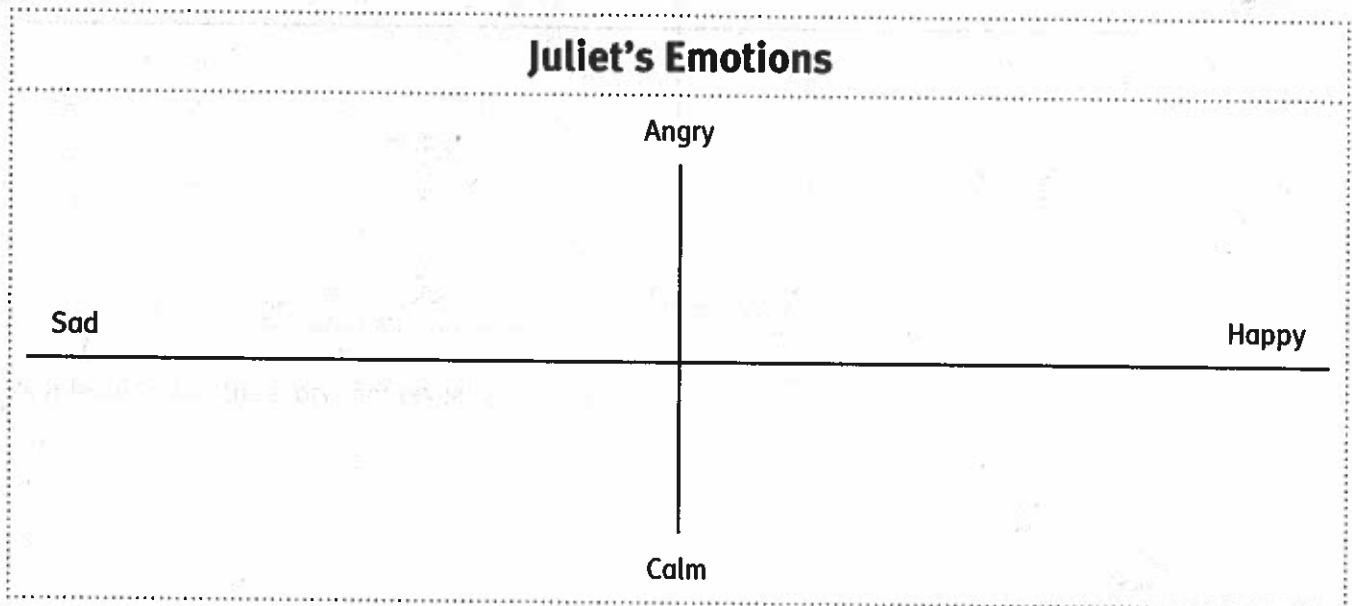
How does the director signal change in the mood of the scene? Consider any changes in set, props, costumes, music and other sounds, lighting, and editing.

Emotional Roller Coaster

SUGGESTED LEARNING STRATEGIES: Graphic Organizer

Coming of age stories involve young characters who are just learning how to deal with the intense emotions and experiences of young adulthood. At times the characters seem to be on an emotional roller coaster. In Act III, Romeo and Juliet both experience a broad range of emotions. For example, one minute Juliet is anxiously awaiting a message from her love, and the next she is grieving the death of her cousin.

Create a list of significant events in each character's story so far (you might update your timeline chart from Activity 4.6). Number them in a key below the graph. Next, plot the numbers of the events on the emotional graph below. When you have finished reading Act III, connect the points you have plotted for each character's emotions.



Key: Incidents in the story that reveal Juliet's emotions

1.

2.

3.

4.

5.

1. Write your own explanation of subject **Romeo's Emotions**. Think of a time when the adult world was contrary to your wishes. What happened? How did you feel?

Romeo's Emotions	
<p>2. Why is it important to keep the subject Angry in mind when you are performing a scene?</p>	<p>Act III, Scene 5</p>
<p>3. In Act IV, Scene 1, what does the nurse tell Juliet about Romeo's feelings? How does Juliet react?</p>	<p>Act IV, Scene 1</p>
<p>4. Your teacher will assign you a scene from the play. Write a paragraph explaining how you would perform that scene if you were Romeo. Be sure to include the words "I am angry" in your paragraph.</p>	<p>Lord Capulet tells Juliet to marry Paris. Juliet tells her nurse to help her escape with Romeo.</p>
<p>Sad</p>	<p>Happy</p>
<p>Calm</p>	<p>Angry</p>

Key: Incidents in the story that reveal Romeo's emotions

- 1.
- 2.
- 3.
- 4.
- 5.

Look back at the graphs you have drawn. What do the characters' ranges of emotion reveal about them and their situations?

“But Now I’ll Tell Thee Joyful Tidings, Girl”

SUGGESTED LEARNING STRATEGIES: Quickwrite, Graphic Organizer, Rereading, Brainstorming, Drafting

Quickwrite: Think of a time when the adult(s) in your life made a decision for you that was contrary to your wishes. What happened? How did you feel?

Act III, Scene 5

Part of the process of coming of age is learning and accepting that sometimes parents and other trusted adults make mistakes. Juliet’s father has good intentions when he decides that Juliet should marry Paris. Juliet’s mother thinks the news will dry Juliet’s tears. The Nurse sides with the Capulets. No wonder Juliet is confused! Take notes on what the adults want Juliet to do.

Lord Capulet tells Juliet to . . .		because
Lady Capulet tells Juliet to . . .		because
The Nurse tells Juliet to . . .		because
The Friar tells Juliet to . . .		because

What are Juliet’s options? On separate paper, create a graphic organizer that identifies what Juliet might do and what the consequences of each decision might be.

Below the organizer, write your advice to Juliet.