

Shakespeare
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Children's Folio Teacher Resources Pack



ROMEO AND JULIET

PROPS LIST

Letters

Masks

Dagger

Bottle for sleeping draught

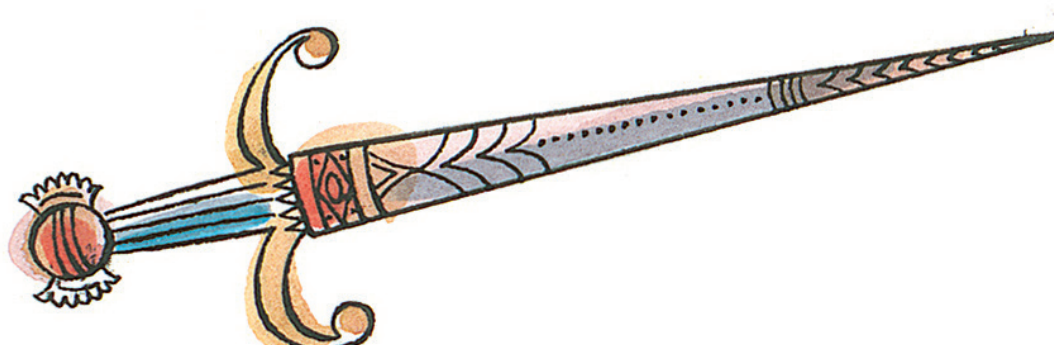
Vial for poison

Flowers

Swords

Crucifix

Hood for the Friars



VOCABULARY LIST

Mutiny - rebellion

Loins - thighs

Supps - dines

Star-crossed - joined by fate

Profane - to dirty or sully by being disrespectful

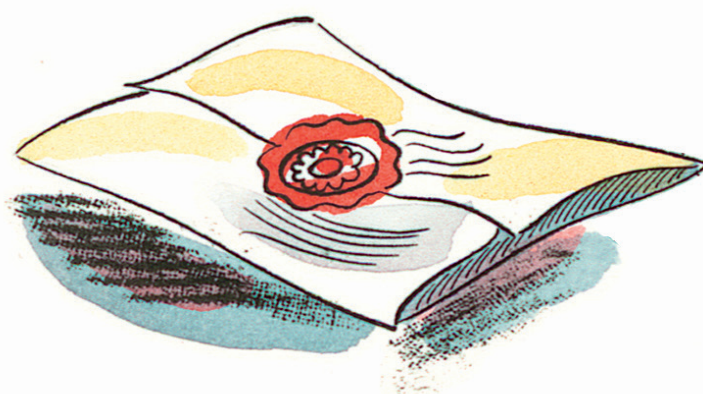
Palmers - pilgrims

Chinks - monies

Hap - happiness

Ghostly father - spiritual father/priest

Shrift - confession



ROMEO AND JULIET: SHORT SCENES

Divide the class into five equal groups. Each group has one scene, and is tasked with representing the scene as a freeze frame, as a short modern language re-telling, or perhaps both. Showing the scenes back in the right order to the rest of the class helps establish the linear narrative.

GROUP A

Split Screen. Romeo and Mercutio discuss Romeo's love Of Rosaline (perhaps we see her though she doesn't appear in the play;) meanwhile the Nurse tells Juliet 'the valiant Paris seeks you for his love'.

GROUP B

At the Capulet's feast - Juliet dances with Paris; Mercutio with Nurse. Romeo stands to one side and notices Juliet. Tybalt notices Romeo and is angered that a Montague should be there.

GROUP C

Split Screen. Romeo, Juliet, and Friar Laurence. Romeo and Juliet are marrying. Friar Laurence blesses the couple. Meanwhile elsewhere Tybalt and Mercutio are fighting.

GROUP D

Split Screen. Friar Laurence gives Juliet the potion to drink. Meanwhile the Nurse is arriving about to discover Juliet's 'body'. Friar John is unable to deliver the letter to Romeo.

GROUP E

Romeo has killed Paris; thinking Juliet is dead, he drinks the poison. Friar Laurence is about to arrive, too late to bear the message of the letter.

EXTENSIONS

- Each group begins with a freeze frame - ask the rest of the class to interpret the image and talk about what it represents. The active group can then act out or explain their freeze frame to the audience.
- With a timer, set a very strict and short time limit to replay each scene - and stick to it! The group should rehearse knowing what their performance time limit (eg one or two minutes) should be.
- Rehearse the scenes in modern language and then with the appropriate part of the Folio text - ask the group and audience to comment on any differences.



WARM UP: SHAKESPEAREAN FRUIT BOWL - 'VERONA CITY'

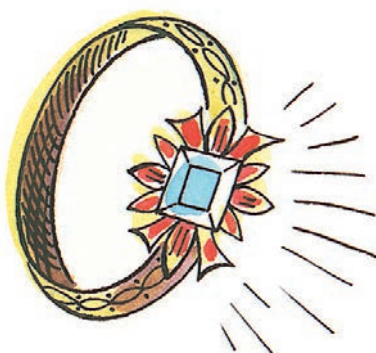
An adaptation of the popular group warm up game 'fruit bowl', ideal for adding a little context and knowledge to a fun group warm up activity.

In the original game, a circle of chairs are made, with space to run in between - one chair fewer than the number of players. Each player is given the name of one of three fruits. The active player stands in the middle and calls out one of the fruits - all players who were given that fruit name then try and race to a vacant chair - and the middle person does too. The one left out is the new 'caller'. Players are not allowed to return to their own chair.

The caller can elect to call 'Fruit Bowl', in which case everyone must run irrespective of their given fruit name.

In the Shakespeare version, you just need three categories to divide characters into, and the name of the play or another title, in this case 'Verona City', to be 'Fruit Bowl'. So for example for Romeo and Juliet - divide into Montagues, Capulets, and Citizens. Call 'Verona City' for everyone to move. The fun and repetition help the group learn the categorisations quickly - and can lead to interesting discussions of the place of the 'neutral' characters in the play.

One thing to note is that there is no winner or conclusion to this game, so play for as long or short a time as is useful!



ROMEO AND JULIET: 'OPPOSITIONS' WORKSHOP

Romeo and Juliet is full of oppositions. Oppositions of families; of old and young; of conflict and reconciliation; of self-denial and of duty - even of the natural world, where the same plants might prove medicines or poisons.

This session asks the class to consider different ways these oppositions are portrayed.

Here are a selection of lines - in groups, ask the students to create images/freeze frames which illustrate these oppositions - they don't have to be directly from the action suggested from the text.

Chorus: Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny.

Tybalt: 'Tis he, that villain Romeo.
To strike him dead I hold it not a sin.

Juliet: My only love sprung from my only hate!

Juliet: O Romeo, Romeo! Wherefore art thou Romeo?
Deny thy father and refuse thy name!

Romeo: I'll bury thee in a triumphant grave.

Juliet: O happy dagger!

ROMEO AND JULIET: FENCING MOVES

Here are some simple Fencing moves and a suggestion for a game, that could help you choreograph a sword fight scene for Romeo and Juliet!

FENCING MOVES

Fencing most likely originated in Spain, and started to gain popularity in England in the 1530s. Fencing during Shakespeare's lifetime was about preparing for combat and learning self-defence with a sword, rather than being a leisure pursuit or sport like today.

Fencing today is actually an Olympic sport and requires strength and skill. There are a lot of unusual words that you would have to learn to take part in or watch fencing. Here are some of them with descriptions of the moves. You can play a fun active game by choosing a friend to call out the words while you and a group of others make the actions. The caller checks your moves and based on the quality and accuracy of your moves decides who is the Olympic champion at the end of the game!

THE MOVES

Advance	Step forward.
Avoidance	Ducking or moving sideways.
Balestra	A short, sharp jump forwards.
Circular Parry	Deflection of the opponent's blade by making a circle with the sword point.
On guard	Get into position to fight.

SHAKESPEARE IN ONE WORD: ROMEO AND JULIET - VOCABULARY PROMPTS

The following vocabulary collection was assembled in a quick-fire exercise with three small groups of Year 9 students, at the end of an in-school workshop. The students were asked to use one word to respond to the play - emotions, content, words they remembered, favourite characters, anything. The vocab collection could be used to prompt discussion of the play or as a comparison exercise with your students.

GROUP 1

Unpredictable
Tragic
Chaotic
Sad
Misfortunate
Unfair
Ill-advised
Eager
Sudden
Dim-witted
Love
Opposition

GROUP 2

Oxymoron
Affair
Tragic
Agape
Chaotic
Varied
Tragic
Two-faced
Love
Hate
Feud

GROUP 3

Dim-witted
Love
Happiness
Juxtaposed
Intense
Destiny
Daredevil
Unfortunate
Opposition
Tragedy
Death
Mournful



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