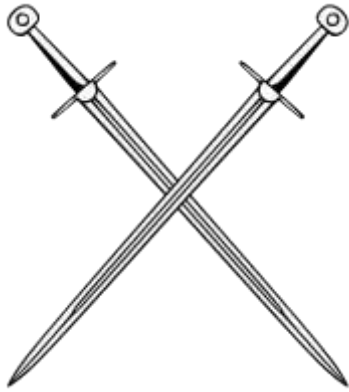


*Romeo and Juliet*

# ADDITIONAL ACTIVITIES



Here are some ideas to get your class launched into the play in a fresh way.

## Law and Order: Verona

Ideally, students will have read up to Act 4 before this exercise.

### Class period 1:

Split the class into two sections, A and B. Divide each section into two parts: perpetrators and law enforcement team members. If possible, have sections A and B work in different spaces.

1. After examining Act 3, scene 1, lines 1 to 129, have the law enforcement team question the perpetrators to piece together the tragic events of that fateful brawl.
2. Have each group walk you (Jack McCoy) through the course of events that occurred that

blistering afternoon. How are the two scenes different?

### Class period 2:

3. Regroup your class and put Romeo on trial. Have attorneys and investigators for each side, and hunt for text to support or dismiss Romeo's banishment.
4. Hold a mock trial allowing both sides to present evidence and eyewitness testimony. Who has the more convincing argument?

## Snapshots from Shakespeare

Divide the class into small groups (four or five students) and provide them with a prose version of a play (Leon Garfield versions work well). Give each group a section of the story to examine. Have each group pick the two most important pieces of their section to make into a tableau.

**Example:** The prince breaking up a street brawl between the Capulets and the Montagues; Romeo and his friends sneak into a party thrown by the Capulets; Romeo sees Juliet, and it is love at first sight.

Have the class decide on common elements to use from one group to the next. For example, Capulets wear red; Montagues wear blue; Friar wears a hoodie. Have the individual groups practise their tableaux, focusing on being specific. Then bring the class together and assemble the tableaux as a whole story. Use a digital camera to record each tableau and then slideshow the sequence (set to music) on a computer, television or projector.

(This exercise can also be done with a disposable camera, with the pictures mounted on bristol board and captions created for each picture.)

## Juliet's Diary / Romeo's Blog

For this writing exercise, students should have read the play up to Act 2, scene 3.

Divide class into small groups (three to five per group) or have them work individually. Assign them either Romeo or Juliet to track for the rest of the play. After each scene in which the character appears, the group should create a diary entry for the character. The pages of Juliet's journal may be decorated appropriately, as may the web pages of Romeo's blog. The students track the characters' emotional journey through to the tragic end of their love.

## Age and Youth

*Romeo and Juliet* is interesting in that the actions of Romeo and Juliet's parents, as well as the actions of other older characters, are motivated by love and caring. It is ironic, however, that a phenomenal amount of harm results from such good intentions.

Friar Lawrence is an important character in *Romeo and Juliet* because he bears a heavy responsibility to what happens to Romeo and Juliet.

- Take on the role of Friar Lawrence and give different advice to Romeo when he first talks to you in Act 2, scene 3. How might this affect the events in the rest of the play?

- Contrast the advice Romeo received from the Nurse with Friar Lawrence's long speech to Romeo in Act 3, scene 3.
- Act out a situation in which you have to talk someone out of suicide.
- Imagine that the Friar is interrogated by both Romeo and Juliet's parents as he explains his role in the events of the play (Act 5, scene 3, lines 229 to 269). Enact this interrogation.

