



***Romeo and Juliet* – Enter Chorus: A Look at the Prologue**

Overview

Activity # 1

Students will break into groups, examine the Prologue and create a choral piece with movement.

Activity # 2

Students will choose a word, phrase or line in their section that they find powerful. The instructor will walk around the room and tap them on the shoulders to speak their line.

Grade Level	Subject Area	Curriculum Expectations and Learning Outcome			Time Needed	Space	Materials
6–12	English, Drama	Identify the important information and ideas in the text, focusing on Shakespeare's clues for staging.	Analyse the text and explain how each section contributes to the meaning and enhance effectiveness of the story.	Use a variety of conventions to develop character and shape the action in ensemble drama presentations.	1 class Period	Desks in groups, then open spaces for exploring the text	Attached handouts of Activities

ACTIVITY # 1

Break up into seven groups; each group will be assigned a section. Study the words and discuss the meaning with your group.

Divide up the lines and speak chorally, adding movement with energy and physicality. Be creative and feel free to use a variety of ways to deliver the lines.

#	Lines
1	Two households, both alike in <u>dignity</u> ¹ , In fair <u>Verona</u> ² , where we lay our scene,
	<i>1.equal in status; 2.city in northern Italy</i>
2	From <u>ancient</u> ¹ grudge break to new <u>mutiny</u> ² , Where <u>civil</u> ³ blood makes civil hands unclean.
	<i>1.long-standing; 2.discord/argument; 3.of citizens – plays on idea of “civilized”</i>
3	From forth the <u>fatal</u> ¹ loins of these two foes A pair of <u>star-crossed</u> ² lovers <u>take their life</u> ³ ,
	<i>1.fateful/deadly enemies; 2.ill-fated/thwarted by fate; 3.are born – but with twisted meaning of suicide</i>
4	Whose <u>misadventured piteous overthrows</u> ¹ ; Doth with their death bury their parents' strife.
	<i>1.unlucky tragic accidents</i>
5	The <u>fearful</u> ¹ <u>passage</u> ² of their death-marked love; And the continuance of their parents' rage,
	<i>1.frightened/fearsome; 2.progress/passing – play on “death”</i>
6	Which, <u>but</u> ¹ their children's end, nought could remove, Is now the two hours' <u>traffic</u> ² of our stage;
	<i>1.but for; 2.business, performance</i>
7	The which if you with patient ears attend, What here shall <u>miss</u> ¹ , our toil shall strive to mend.
	<i>1.be found wanting, be unsuccessful, fail/ improve</i>

ACTIVITY # 2

- ♦ Find a line, phrase, or word in the text above that you find powerful in your section.
- ♦ Walk around the room and repeat it softly to yourself several times.
- ♦ Then stand and space yourselves around the room.
- ♦ The instructor will walk around the room and tap you on the shoulder and you will speak your line, phrase or word out loud. (**Note:** this may be underscored with music while you are saying your lines.)