



PARIS'S SOLILOQUY

Grade Level	Grades 7 – 12
Subject Areas	Language Arts, English, Drama
Ontario Curriculum Expectations & Learning Outcomes	By the end of the lesson students will be able to: <ul style="list-style-type: none">• Develop and explain interpretations of the text, using evidence from the text.• Make and explain inferences, supporting their explanations with stated and implied ideas from the text.• Use role play and characterization to explore issues in the play.
Time Needed	Two class periods
Space	Open space in the classroom upon presentation
Materials	<ul style="list-style-type: none">• Pencil/pen and notebook• <i>Romeo and Juliet</i> script

Setting Up the Exercise:

- In this lesson, the students will have the opportunity to create/write a soliloquy, using knowledge they have gained from either reading *Romeo and Juliet* or seeing the Stratford Festival production of it.
- Review as a class what a soliloquy is and the reasons why Shakespeare employed this device in his plays.

The Exercise:

- Review Act 3, scene 4 and, as a class, discuss the following: Paris has a very high status in Verona, as he is related to Prince Escalus. The Capulets' social standing, already significant, would be even more elevated if Juliet marries Paris. We know, then, that the Capulets would gain from this marriage – but what are Paris's reasons/motives for this hasty marriage?
- Write a soliloquy for Paris, spoken upon his departure from the Capulets after having asked them for Juliet's hand in marriage. Give reasons in this soliloquy why he wants to marry Juliet, and why so soon.
- Have each student read or dramatically present their soliloquies to the class.

Drama Extensions:

- Have students perform Act 3, scene 4 and include their soliloquies.

For Discussion:

- Why do you think Shakespeare did not give us a soliloquy or some form of further explanation as to Paris's motives?
- Would you prefer that Paris had stated his motives in the play? Explain in detail and state why or why not.

- Would you place your soliloquy at the beginning of Act 1 scene 4 or at the end? Does it make a difference where it is placed? Note: The students may want to experiment with the placement of the soliloquy during their performance presentations.
- As you heard/saw each classmate's soliloquy, were there common points or divergent points of view? Did some of the reasons given for wanting to marry Juliet surprise you? Did they make you look at Paris in a more or a less sympathetic light?