

Task 1

MASTERY: Your task is revise the events of the plot of “Romeo and Juliet”.

- Make sure who feel confident of what happens in each of the five Acts of the play.

To do this you could:

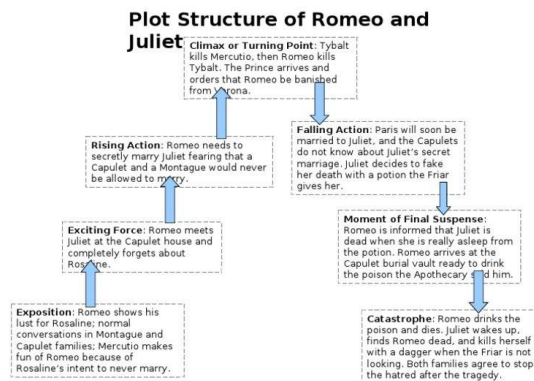
- read and/or watch plot summaries e.g. <https://www.youtube.com/watch?v=dRrvQ1vZxcg&t=77s>
- use revision websites like BBC Bitesize <https://www.bbc.co.uk/bitesize/guides/zxrjfrd/revision/1>
- start watching the play again at home e.g. https://www.youtube.com/watch?v=Cs2_mFFV5U4&t=1979s

You must:

- Create a timeline or storyboard of the main plot points of the play (see below for some ideas)

Your teacher will:

- Your teacher will want to see your timeline or storyboard.
- Your teacher will ask questions to check understanding of the plot of the play.



CHALLENGE: Add 5 key quotations to your plot summary.

EXTENSION: Answer the following question: why do you think Shakespeare structures his plays in 5 acts? You may find some ideas here: <https://nosweatshakespeare.com/plays/five-act-structure/>

Task 2

Your task is to revise the characters of “Romeo and Juliet”.

- Make sure you feel confident about who’s who, and who does what in the play.

To do this you could:

- read and/or watch character notes e.g. <https://www.youtube.com/watch?v=eUOUOrlmdSo>
- use revision websites like BBC Bitesize
<https://www.bbc.co.uk/bitesize/guides/zw7nk7h/revision/1>
- start watching the play again at home e.g.
https://www.youtube.com/watch?v=Cs2_mFFV5U4&t=1979s

You must:

- **Create the following for each character** (include: Romeo, Juliet, Lord and Lady Montague, Lord and Lady Capulet, Tybalt, Mercutio, Benvolio, Friar Lawrence, Nurse).
 - **2 adjectives to describe their character**
 - **2 pieces of information about the character (friends/family/job/actions).**
See below for inspiration!



2 adjectives:

- emotional
- reckless

2 pieces of information:

- Romeo is a Montague
- Romeo falls in love with Juliet as soon as he sees her in Act 1, scene 5.

Your teacher will want to see:

- Your character profiles
- Your teacher will ask questions to check understanding of the characters.

CHALLENGE: Add 2 key quotations to each character profile

EXTENSION: Read this critical article analysing Act 2, scene 2:

<https://www.bl.uk/shakespeare/articles/character-analysis-romeo-and-juliet>

Task 3

Your task is to revise the themes of “Romeo and Juliet”.

- Make sure you feel confident about what the main themes in the play are, and where and how in the play they are shown.

To do this you could:

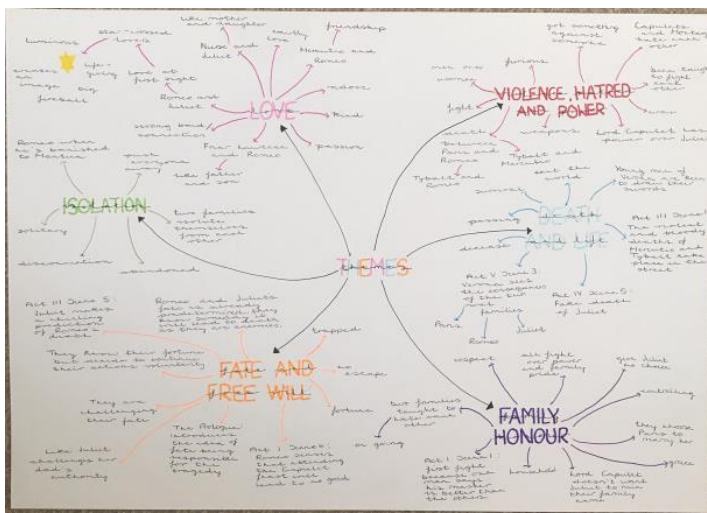
- read and/or watch theme analysis e.g. <https://www.bbc.co.uk/bitesize/guides/z8dxg82/revision/1>
- use revision websites like BBC Bitesize <https://www.bbc.co.uk/bitesize/guides/zw7nk7h/revision/1>
- start watching the play again at home e.g. https://www.youtube.com/watch?v=Cs2_mFFV5U4&t=1979s

You must:

- Create a set of mind maps or flash cards with the main themes from the play (include: love; honour; violence and hate; fate; gender roles).

Your teacher will want to see:

- Your mind maps or flash cards.
- Your teacher will ask questions to check understanding of the themes.



CHALLENGE: Watch Dr. Aiden’s videos on the themes in R&J:

https://www.youtube.com/watch?v=ofX_utQ4AcY

EXTENSION: Write an analytical ‘what, how, why’ paragraph on one chosen theme.

Task 4

Your task is to revise some key quotations from “Romeo and Juliet”.

- Make sure you have learnt (memorised) at least six quotations, and that you understand why they are significant.

To do this you could:

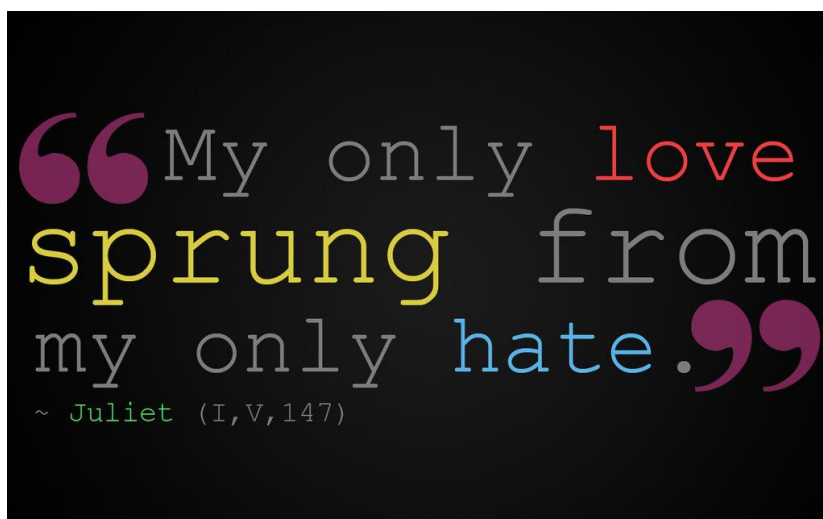
- read and/or watch analysis of key quotations e.g. <https://www.youtube.com/watch?v=0lPUtwhKTJE&t=223s>
- hunt for quotations to match each Act, character or theme (looking back at the work you did for homework previously)
- write out your quotations e.g. on post-its, then get someone at home to test you on them

You must:

- **Create a quiz on your key quotations.** This could be game like a quizlet or a kahoot, or simply a list of quotations with some words blanked out for someone else to fill in.

Your teacher will want to see:

- Your quotation quiz.
- Your teacher will check if you can complete each other’s quizzes.



CHALLENGE: Draw an image that represents each quotation. This is called ‘dual coding’ and it is good for supporting your memory. For example, for the quotation above I might draw a spring and on one end I might put the word ‘hate’ and the other ‘love’.

EXTENSION: Write an analytical ‘what, how, why’ paragraph on one chosen quotation.

Task 5

Your task is to revise the historical context of “Romeo and Juliet”.

- Make sure you feel confident about the ideas about where the play was set (14th century Italy) and written (Elizabethan England). You might make reference to the following:
- Honour
- Gender Roles
- Marriage
- Religion
- Fate and free will.

To do this you could:

- Research using websites or videos such as these <https://www.youtube.com/watch?v=mr1b1-6fbXY> and <http://rainford.org.uk/wp-content/uploads/2018/10/Romeo-and-Juliet-Self-Testing-Example.pdf>
- Practise using revision cards like these https://www.yorknotes.com/gcse/english-literature/romeo-and-juliet-gcse-2017/revision-cards/02_context

You must:

- **Create a poster about the context of the play.** This could include things like fact boxes, bullet points, and mind-maps.

Your teacher will want to see:

- Your poster.
- Your teacher will ask questions to test understanding of context.



CHALLENGE: Open up your Romeo and Juliet play to a random page. Which contextual factors are relevant in that scene? What do they help us to understand?

EXTENSION: Write a paragraph answering the following question: how does our understanding of context help us to understand ‘Romeo and Juliet’?

Task 6

Your task is to revise the key words of “Romeo and Juliet”.

- Make sure you feel confident about the below words, their spellings and their meanings.

TRAGEDY	A play with an unhappy ending, where characters die/suffer as a result of either a tragic flaw or being cursed by fate
LOVE	An intense feeling of deep affection
FORBIDDEN	Not allowed; banned
PROLOGUE	An introductory section of a literary or dramatic work.
SONNET (SHAKESPEARE)	A poem of 14 lines, written in iambic pentameter, with an ABABDCDEFEGG rhyme scheme. Typically all about love.
EMNITY	A state or feeling of active opposition or hostility.
PATRIARCHY	A system of society in which men hold the power and women are subservient to them
VERONA	A city on the River Adige, in north-eastern Italy (where R&J is set)
DOOMED	Likely to have an unfortunate and inescapable outcome.
SUMMARY	A brief statement or account of the main points of something.
INFER	To deduce or conclude (something) from evidence and reasoning rather than from explicit statements.
FEUD	A prolonged and bitter quarrel or dispute.
NOBLE	Having or showing good personal qualities and principles.
CONTEXT	The facts and information that inform our understanding of a text
REPUTATION	A widespread belief that someone or something has a particular characteristic.
HONOURABLE	Held in high respect; in great esteem
IAMBIC PENTAMETER	A line of verse consisting of 10 syllables, alternating unstressed and stressed syllables.
CONFLICT	Serious disagreement or argument, typically a protracted one.
PETRACHAN LOVE	A form of love that is melodramatic and overly self-indulgent.
PHYSICAL	Relating to the body as opposed to the mind.
SPIRITUAL	Relating to the mind as opposed to the body
SEMANTIC FIELD	A set of related words often used to keep a certain image or theme in a reader’s mind
THEME	Key ideas which appear consistently and are explored throughout a piece of literature
SOLILOQUY	A speech given by a character who speaks their thoughts aloud while alone onstage.
FORESHADOWING	Using words, phrases or images which give a hint about what is to come later in the text.
DRAMATIC IRONY	A technique where a character’s words or actions is clear to the audience or reader although unknown to the character.

You must:

- **Test yourself or work with a friend or family member.** This could include making flashcards of the words with which you are less confident.

Your teacher will:

- Do a quick-fire key word quiz.

CHALLENGE: Use the words in a sentence linking it to ‘Romeo and Juliet.’

EXTENSION: Add 5 more words you think are key to our study of ‘Romeo and Juliet’.