

RSC

ROYAL
SHAKESPEARE
COMPANY



RSC ACTIVITY TOOLKIT



ROMEO AND JULIET



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

1 - THE PROLOGUE

What effect does the prologue have on an audience?

WHAT YOU NEED

- A piece of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to play [this clip](#).
- A copy of the prologue to Romeo and Juliet, to read either on the page or on your screen.

ACTIVITY

- Watch the prologue being performed by RSC actors on stage using the clip above.
- As you watch, write down any words that stand out or that you find interesting. These might not be words that you understand.
- Based on the words you wrote down, see if you can complete the following sentence: *I think Romeo and Juliet will be a play about...*
- Read through the Prologue this time, looking up anything where you aren't sure of the meaning. Do you still agree with the sentence you wrote? If you can add more to it, write a second version.
- Ask yourself: Why does Shakespeare choose to start this play with a summary of the whole plot? After hearing it, what are you interested in seeing in the play?

EXTENSION

- Create your own version of the prologue using models of the characters that are mentioned (you could make them from plasticine, borrow Lego or Playmobil figures, make paper cut-outs, or perhaps just use everyday household objects), using your characters to tell the story.
- You could even film your models moving while you read the prologue. Or, if you're feeling really ambitious, use them to create a stop motion version of the story.

2 – THE OPENING FIGHT

Why does the opening fight matter so much?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to play [this clip](#).
- A copy of Act 1 Scene 1 of Romeo and Juliet available on the page or on your screen.

ACTIVITY

- Look at the stage directions in Act 1 Scene 1 and find where it says '*Sampson bites his thumb*'. Read the lines that follow this stage direction out loud, stopping where the Officer starts speaking. Write down any words that interest you or stand out, even if you don't know what they mean.
- Take a piece of paper and draw a big line down the centre. On one side of the line, write the word 'Capulet', on the other write 'Montague'.
- Read the scene again but this time, from the very beginning until the end of the Prince's speech. You can read it out loud or in your head. Every time you think one of the characters might be a Capulet or a Montague, write their name on the relevant side of the page. Look up anything you don't understand in case it helps you make these decisions.
- Tear up some smaller pieces of paper and write each character's name on it. Don't forget the citizens and servants. Using a fresh piece of paper, draw another line down the centre and try reading the scene again. This time, you can place your characters physically on the correct side of the line.
- Watch RSC actors discuss the feud in rehearsal in [this clip](#). Ask yourself: What does the opening fight tell us about the people in this play so far? What kind of world is Shakespeare setting up for us?

EXTENSION

- Bring the opening fight to life by creating a 3D map. Using a large piece of paper or card, draw a floor map of where this scene could take place – a town square, a bowling alley, or a beach.
- Use counters, plastic figures or create your own models to represent all the people who might be in this scene. As you read each line, experiment with where everyone might move and interact with each other. How might you place them to create the most dramatic opening scene? What is Shakespeare trying to show us by opening with an argument between servants and households, and how can you emphasise this in your staging choices?

3 – THE STORY

What kind of journey does this play take the audience on?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to visit [this page](#).

ACTIVITY

- Read through the 10 plot points on the page above. Write a list of any words that stand out or interest you, even if you don't know what they mean.
- Read the plot points out loud as if you are a news reporter telling the citizens of Verona. Which words might you have to change to make it sound as if the events are happening live?
- On a piece of paper, write out your news report based on these plot points. Decide which bits of information will be most interesting to your viewers and add any details you can find.
- Practise reading your news bulletin out loud. Which parts sound the most dramatic or emotional? Are there any comical moments?
- Ask yourself: Which bits of the plot are you most interested in already? Which characters do you want to know more about?

EXTENSION

- Create your own storyboard of the plot for a comic book or graphic novel. You can make this as big or as colourful as you like.
- Start by choosing one plot point and make a list of all the things that happen in it. Divide your paper into squares or panels so that you have one for each thing on your list. Draw a picture within each square until your story is complete.
- You can do this with as many plot points as you like, even adding lines from the play in speech bubbles or characters thoughts and reactions.

4 – THE CHARACTERS

What kind of people live in the world of this play?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write and draw with.
- A copy of the opening scene of Romeo and Juliet, on the page or on your screen.
- A computer with internet connection, ready to visit [this page](#).

ACTIVITY

- Choose one character from the opening scene of the play that interests you and that you would like to create a Mind Map for. This might be the character you like best or someone you think is important in the plot.
- Read through the opening scene, making a list of everything you can find that is important to your character. These might be: people they talk about, things they do, words they use that you find interesting, or how others describe them.
- Take a fresh piece of paper and write your character's name in the middle. Imagining this paper is your character's mind, start to fill the page with words or drawings from your list. If you think something or someone is important to your character, place it nearer their name. You can make this map as full and colourful as you like.
- Visit the [Who's Who page](#) on the RSC Learning Zone. Choose any other character and create a labelled diagram for them, using the information on this page. Again, you can write down key words or use illustrations.
- Ask yourself: Which words have you decided to write and which have you illustrated with pictures? What colours have you used? What does this tell you about your character?

EXTENSION

- Design a private room for your favourite character to live in. Now you know more about them and what they are like, see if you can imagine how they would live.
- If you feel very ambitious, you can build a model box of this room and make their personal possessions and clothes out of modelling clay or scrap material or paper. Don't forget to make your character too and put them in it! Photograph or film your character in their room. How do they behave in their own space?

5 – THE WORLD OF THE PLAY

Why did Shakespeare choose Verona to set this play?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to visit [these pages](#).
- Old newspapers, magazines OR a mood board app such as Mural or Pinterest.

ACTIVITY

- Watch the [video](#) of designer, Tom Piper, and director, Erica Whyman, about creating the world for the RSC's 2018 production of Romeo and Juliet. As you watch, write down any words they use about the play that stand out or that you find interesting.
- Visit the photo gallery in [Settings](#) on the Shakespeare Learning Zone. What do these images tell you about the world of the play? What is happening in Verona? What is it like? Write down any words or images that come to mind. Look at the words you've written down so far.
- Create a mood board for the world of Verona, either digitally using an app or as a collage using your own drawings or old newspapers and magazines. A mood board can help a designer to think about the overall impression they want the audience to have of a place and can be a collection of colours, textures, fabrics, styles of clothing, buildings, art work and anything else that you see which inspires you. In your mood board, try to label the things you add to help you remember your thought process.
- Ask yourself: What did the world of Verona mean to Shakespeare's audience? Where could the modern versions of this world be today?

EXTENSION

- Create your own Model Box for the world of Verona. A model box is scaled down version of the stage, used by designers to demonstrate how they need the set of a play to look, feel and move. Use drawings or mood boards to start your design, thinking about how you want the set to feel first. Once you are happy with your chosen inspiration, think about how you might start to share this idea as a model. You could use an old cereal box, shoebox or build something from scratch. What scenery will you have and will there be any landmarks or features on stage? How will you try and show the world of the play to the audience? For example, can you tell from the set that this is a religious world, and if so is it a religion you want the audience to recognise? Can you tell that there is a feud between the households and how might you show this?
- When your model box is finished, practise explaining how it works to an imaginary director and cast of actors. Where will some of the other scenes take place in your model? The fights? The balcony scene?

6 – ROMEO AND LOVE

How seriously do we take Romeo at first?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A copy of Romeo's first speech in Act 1 Scene 1, either on the page or on your screen.
- A computer with internet connection, ready to play [this clip](#).

ACTIVITY

- Find Romeo's speech in Act 1 Scene 1 that begins '*Alas that love, who's view is muffled still.*' Read the whole speech out loud, noticing any words that stand out and why.
- Read the speech again and write down all the examples of antithesis and/or oxymorons that you can find. (Antithesis means words or phrases that are opposites used next to or near each other to create an effect such as 'cannot be good, cannot be ill' while oxymorons are two words that have opposite meanings placed directly next to each other such as 'bitter sweet' or "freezing fire'. What do you think this speech is about, looking at your list?
- Using smaller pieces of paper, write each word you have chosen on one piece of paper - so you have one word on each piece. Separate them into two piles - positive words and negative words. Some words might be more difficult to decide on. Which is the greater pile? What does this tell you about Romeo at this point in the play? What does he think about love?
- Turn all the pieces of paper over and mix them around. Pick up two pieces at a time and read out the two words together. Note down any more interesting combinations of words that you create.
- Watch [the clip](#) of RSC actor, Bally Gill, talk about Romeo. Does this match your idea of the character? Do you know anyone like him? Are you like Romeo in any way?

EXTENSION

- Write a dating profile for Romeo. How would he describe himself to attract his dream girl? What language would he use?
- If you are feeling particularly creative, make a lonely-hearts video to accompany Romeo's profile. You can draw a picture of Romeo to film while you read the words out or even play Romeo yourself, talking to camera. How will your Romeo act in his dating video? Confident, embarrassed, funny?

7 – THE CAPULETS

How is Juliet treated at home?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to visit [this page](#).
- A copy of Act 1 Scene 3 of Romeo and Juliet, to read on the page or on your screen.

ACTIVITY

- Take a piece of paper and write down everything you know about Juliet. It doesn't matter if you have to guess about some things.
- Explore the Capulet family relationships on [this page](#) of the Shakespeare Learning Zone. Make any additions or corrections to the things you wrote down about Juliet from what you've discovered.
- Look at Juliet's first scene in the play, Act 1 Scene 3. Let your eyes skim the lines and write down any words that stand out or that you find interesting, it doesn't matter if you don't know what they mean.
- Write a page of Juliet's diary. It can be about any day in her life before the play starts. As you write, try to use some of the words from your list and imagine Juliet's feelings and opinions of the people she lives with.
- Ask yourself: Who do you think Juliet is closer to, her mother or her nurse and why? Would her family relationships be different if she had a brother or sister?

EXTENSION

- Plan the wedding! Lord and Lady Capulet want Juliet to marry Paris. Design the invitation you think they would send out and write the guest list. You can even design a table plan. Will you invite any Montagues? How can you make sure they don't gate crash the wedding or try to ruin it?
- Juliet and Paris haven't even met yet! Write a short script for this first date. Where could it take place? How many of Juliet's family would be there? Juliet would definitely have a chaperone (someone to accompany her so she is not alone with Paris). Decide who this will be and make sure they are in the scene.

8 – WHEN ROMEO MEETS JULIET

The moment when Romeo and Juliet first meet is important; how does Shakespeare let us know this?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to play [this clip](#).
- A copy of Act 1 Scene 4 from Romeo and Juliet to read either on the page or on your screen.

ACTIVITY

- Find the part of Act 1 Scene 4 where Romeo meets Juliet for the first time. Read their short conversation out loud. It is only 19 lines between Tybalt's exit and the arrival of the Nurse.
- Create a physical gesture for each of the 19 lines, it can be as simple or as elaborate as you like. Say the lines out loud again, using these gestures to accompany them. Are there any words and movements that are repeated by both characters or are similar?
- Imagine you are at a noisy party. You can't hear what people are saying and must keep your conversation secret. Try using the gestures only while you read the scene in your head. Can you still make sense of the conversation?
- Watch the scene performed by RSC actors Karen Fishwick and Bally Gill. Do you see them use any similar gestures to the ones they've chosen?
- Ask yourself: Does this first meeting between Romeo and Juliet take us by surprise? Do they behave different in this scene to how we might expect?

EXTENSION

- Choreograph a dance for the Capulet Party. Decide what kind of dance it is going to be, so it reflects the world of the Capulets. Will it be formal and old-fashioned, or will it be more modern and lively and suited to the younger members of the family? Choose some music to set your dance to.
- If you're feeling very creative, learn the dance yourself and film yourself performing it.

9 – THE BALCONY SCENE

Is the balcony scene comic and why would Shakespeare do this in a tragedy?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to play [this clip](#).
- A copy of Act 2 Scene 1 from Romeo and Juliet to read either on the page or on your screen.

ACTIVITY

- Play the clip above of two RSC actors performing this scene onstage. As you watch, make a list of all the moments that make the audience laugh or that you find funny. These things can include the choices the actors make in the way they say their lines or in the staging the director has chosen.
- Choose two funny moments that you thought stood out. Spend a minute or two writing down why you think they are funny.
- Read through the scene until you spot where these moments are. Is there anything about the text that suggests it should be directed or played as a comedy moment? Why do you think the actors and director have chosen to make it funny?
- Ask yourself: Why are comic moments so important in a tragic story? Why are they important in this scene in particular?

EXTENSION

- Create a soundscape for the scene. Decide on your sound effects and how you are going to make them. Will they be recorded and edited together, or will you perform them live? These could include music, sounds from nature, voices, words or lines from the play, vocal or physical reactions from both characters.
- Play your recording to someone else - can they guess where your scene is set? What kind of story do they think the soundscape belongs to - a love story or a drama? Comedy or horror?
- If you have time, watch the [scene in rehearsal](#) here. Pay particular attention to the same section played differently (time code 2:30-3:03) and (time code 4:02 - 6:35). Which do you prefer?

10 – JULIET’S LANGUAGE

How does love change the way Juliet speaks?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to visit [this clip](#). (You will need this ready at 5:04 ‘Thou know’st the mask of night is on my face’)
- A mobile or tablet with a recording device.

ACTIVITY

- Watch RSC actor, Mariah Gale, perform a speech from the balcony scene from ‘Thou know’st the mask of night is on my face’ to ‘Which the dark night hath so discovered’
- As you watch, write down any words that stand out or that you find interesting.
- Find this speech in Act 1 Scene 2. It is quite a long scene but you will find it around line 134, depending on the edition you are using. Read the speech out loud, making a note of every opportunity Romeo has to interrupt Juliet or answer her questions.
- Invent your own private thoughts for Juliet to have during these moments. Write them down as secret lines that she thinks but does not say.
- Say the speech out loud again but include your own lines in a whisper that only Juliet hears.
- Record yourself doing this and listen to it. Have you made more sense of the speech and of Juliet’s feelings?
- Ask yourself: What might Juliet be afraid of? Can she be more honest when she is talking to herself?

EXTENSION

- Write a love poem to your Romeo or Juliet. Looking through Act 2 Scene 1, write down all the rhyming words that Shakespeare uses. Use as many of these words as you can to create your poem. It can be funny or serious and as long or short as you like.

11 – THE DILEMMA

Does Juliet trust the Friar?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to visit [this clip](#). (You will need this ready to play 32:48 – 35:00)
- A mobile or tablet with a recording device.

ACTIVITY

- Remind yourself about the discussions in the Live Lesson and watch the section of the clip above.
- Take two pieces of paper and put them on opposite sides of the room. On one piece, write a list of all the reasons why you SHOULD follow the Friar's plan to take the potion and fake your own death. On the other piece, write a list of reasons why you SHOULD NOT. Walk between the two pieces of paper as you add to your ideas, then try walking between them and reading out each reason. Which piece of paper has the strongest pull? Can you stand between them, but nearer the piece where your choice is leaning? What does this tell you about how Juliet might be thinking?
- When you have finished your pros and cons lists, write a letter to the Nurse to explain the choices you are faced with, what you've decided to do and why.
- Ask yourself: Why does Juliet go to the Friar for help? Why would she trust him? If she doesn't, why would she take the potion anyway?

EXTENSION

- Create a video for Juliet's Dilemma. Imagine you are Juliet, alone in her room after having visited the Friar. Record yourself reading out your pros and cons list. After each point, tell the camera how it makes you feel.
- If you're feeling very creative, make your own vial of potion to use as a prop. Props are usually empty so they can be used safely, so make sure there is nothing inside. You could adapt a small bottle and decorate it. Decide how you want your vial to look - beautiful and attractive? Plain and medicinal? Scary?

12 – THE DISOBEDIENT DAUGHTER

How much are Juliet's parents to blame for her actions?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to visit [this clip](#).
- A copy of Act 3 Scene 5 from Romeo and Juliet, either to read on the page or onscreen.

ACTIVITY

- Watch the video clip above of the RSC actors exploring Lord Capulet's feelings in Act 3 Scene 5 (from time code 0:51 to 2:20).
- Read the scene for yourself from Lord Capulet's entrance with the Nurse (about halfway through) and highlight or annotate all the things that Lord Capulet says which reveal his emotions.
- Have a look at the things you have highlighted. Try to sum up each emotion in one word. Write them down until you have a list of all the emotions Lord Capulet feels during this scene.
- If you have time, watch the [scene in performance](#). Can you spot the actor playing Lord Capulet feel the emotions on your list?
- Ask yourself: How does Lord Capulet's behaviour make you feel? Whose side does Shakespeare want his audience to take?

EXTENSION

- Look at Act 3 Scene 5, find the speech of Lord Capulet's that begins 'God's bread, it makes me mad!' It comes about halfway through the scene. Imagine you are Lord Capulet and record yourself saying the speech to your disobedient daughter. Don't worry if you don't understand what it all means.
- Now imagine you are Juliet and find a piece of paper and something to draw with. Take them to a place in the room and imagine you have been told not to move from that spot. Play your recording of Lord Capulet's speech with your eyes closed. As you listen to it, write down or draw how he makes you feel. When the recording has finished, open your eyes and see what you've done to the page.

13 – THE FRIAR

What role does the Friar play in Romeo and Juliet's relationship?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- Drawing materials with coloured pens or paints.
- A computer with internet connection, ready to visit [this page](#) and [this clip](#). (from time code 34:16 – 35:02)

ACTIVITY

- Thinking back to the Live Lesson on Romeo and Juliet, consider all the reasons why people might go to the Friar for help. Why does Romeo trust him?
- Visit the photo gallery of the Friar on the Shakespeare Learning Zone in the link above - you will need to click on the character of the Friar to access the images. Which of these images look most like the Friar to you and why?
- Design a costume for the Friar as you see him. He does not have to be a Catholic Friar, but he should represent the main faith in Verona. Remember, this could be any faith you choose and every production will interpret this differently. RSC actor, Andrew French, describes his look as more of a 'yoga master' and he saw the Friar as more of a youth worker, a respected mentor to Romeo in troubled times.
- If you have time, watch Andrew French as the Friar in the clip above.
- Ask yourself: What part does the Friar play in bringing Romeo and Juliet together? What part does he play in their deaths?

EXTENSION

- Write a 'What Happens Next' scene for the Friar. In your scene, the events of the play have happened, and the Friar is being investigated for his involvement in the deaths of Romeo and Juliet. You could write about his arrest, being questioned by the police, his court trial or execution. He could even be on the run! Decide where to set your scene. Is it in Shakespeare's times or modern day? In another country? How many people are in your scene? Does it feature other characters from the play as witnesses, accusers?
- If you have other people around to help, get them to read your scene out loud or even act it out and film it.

14 – THE NURSE

Why does the Nurse help Romeo and Juliet?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A copy of *Romeo and Juliet* either to read on the page or onscreen.
- A computer with internet connection, ready to visit [this page](#)

ACTIVITY

- Look through the text of *Romeo and Juliet* and find the scenes where the Nurse appears. The section of the Shakespeare Learning Zone on the link below will give you some ideas for where to start looking. Collect as many quotes as you can find that tell you more about her. These quotes will be things the Nurse says about herself and things other people say about her. Use her character information on the Shakespeare Learning Zone and the section on Juliet's relationships to help you.
- Design a Nurse puppet. This can be as simple or elaborate as you like. Decide what type of puppet it will be and draw out your design on some paper. Your nurse could be a glove puppet, rod puppet, shadow puppet or marionette on strings. You can look up different kinds of puppets online for some ideas. If you have time, start making your puppet. You can use the extension exercise below to finish this.
- Ask yourself: How does the Nurse's language change through the play? What happens to her language when she decides to help Romeo and Juliet?

EXTENSION

- Make the Nurse puppet you designed and bring her to life. You could use modelling clay or paper mâché for her head and make clothes and hair out of scrap material and wool. You can be as ambitious as you like or keep it simple, for example your Nurse could be a wooden spoon with a face.
- Try out a voice for your puppet. Use the Nurse's speech in Act 1 Scene 3 to practice and you could even try filming the results.

15 – THE FEUD

What is the feud between the Montagues and the Capulets in the play and how does it affect everybody?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A copy of Act 3 Scene 1 to read either on the page or onscreen.
- A computer with internet connection, ready to play [this clip](#) (from time code 00:53 – 02:22)

ACTIVITY

- Watch the clip above from Act 3 Scene 1 about the about the feud and Mercutio's death.
- Imagine you are Benvolio and have been asked to give a witness statement to the police about Mercutio's murder. Write a short paragraph about what happened as you saw it.
- Now do the same from Tybalt's point of view. Compare the two statements. What are the differences? If you were the police, who would you believe?
- Ask yourself: Who is more responsible for this fight, Tybalt or Mercutio? Who does Shakespeare want us to sympathise with?

EXTENSION

- If you have time, watch the fight performed by RSC actors onstage in [this clip](#) (between time codes 1:34 and 3:20).
- Choreograph your own Tybalt and Mercutio's fight as if you were a stage fight director. Decide what weapons your actors will use - swords, guns, knives? It might help to draw the stage as a floor plan and create models to represent the characters and move them around. Use the lines from the text in Act 3 Scene 1 to work out where your fight moves happen. Remember, this is a stage fight and not a real fight so no-one must really get hurt!
- Once you know the shape of your fight, design a storyboard for a comic book or graphic novel. Use as many panels or frames in your storyboard as you need to show the whole fight you've created.

16 – THE DEATH OF TYBALT

Why does Romeo kill Tybalt?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A copy of Act 3 Scene 1 to read either on the page or onscreen.
- A computer with internet connection, ready to play [this clip](#) (from time code 05:02 – 06:12)
- A recording device, either on a mobile or tablet.

ACTIVITY

- Watch the above clip of RSC actors exploring the feud in rehearsal. Pay particular attention to the actions of Romeo and Tybalt as they discuss how Romeo reaches out to Tybalt in the build up to his death. They don't explore the moment Tybalt is killed here, but do you expect Romeo to hurt him given the way he behaves moments before?
- If you are less familiar with the play you may want to watch more of the clip, or to read a summary of the scene. You can find this in the [Learning Zone timeline](#).
- Imagine Romeo is in court for murdering Tybalt. Write down all the questions you would want him to answer. You can think of yourself as his defence lawyer or his prosecutor - or both!
- Make a recording of all your questions, leaving a space of a few seconds between each one.
- Now imagine you are Romeo facing the judge and jury in court. Play your questions one by one and try to answer them as you think Romeo would. Make sure you stop the recording after each question to give you time to answer.
- Ask yourself: Which are the hardest questions for Romeo to answer? What does this tell you about him?

EXTENSION

- If you have time, watch the whole video of RSC actors exploring Romeo and Tybalt's relationship in rehearsal using the link above.
- Make a blog of the voices inside Romeo's head. Think of the answers you gave to the questions in the above activity and write a few short paragraphs to represent Romeo's different thoughts and feelings. These could include: his conscience, emotions, the Prince, Juliet, his banishment, Mercutio.
- Make a podcast of Romeo's inner voices. Think of a different voice for each of your paragraphs - they are all Romeo, but they can sound as different as you like. Record your different voices and edit them together into a podcast.

17 – THE WEDDING NIGHT

How does Juliet feel about Romeo when she learns he killed her cousin?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A copy of Act 3 Scene 2 to read either on the page or onscreen.
- A computer with internet connection, ready to play [this clip](#) (with RSC actors and RSC Voice Practitioner Nia Lynn).

ACTIVITY

- Juliet goes through some big emotional changes in Act 3 Scene 2. Watch the clip above (from time code 1:37 to 3:14) about the rhythm in Juliet's opening speech beginning 'Gallop apace'.
- Find this speech in the text and go through it line by line, tapping out the iambic rhythm as you say the lines out loud. Make a note of when the lines fit the rhythm perfectly and when they don't.
- Now look at Juliet's speech near the end of the scene after she hears the Nurse's news, beginning 'Shall I speak ill of him'. Try the same exercise on this speech, making a note of when the lines fit the rhythm and when they don't.
- As yourself: Which speech has the most irregular lines? How is Juliet feeling when she says these irregular lines? What does this tell you about Juliet's state of mind on her wedding night?
- Write a list of the words that come at the end of the lines in each speech. Compare the two lists. Can you spot any patterns, repetitions? Do the choice of words give a clue to how Juliet's feelings change from the beginning to the end of the scene?

EXTENSION

- Look at Juliet's first speech in Act 3 Scene 2. Write down any words that jump out at you or that you find interesting, it doesn't matter if you don't know what they mean yet. Take a big piece of drawing paper and look at each word in turn. Decide how you could draw that or represent it. You can use pencils, paint or create more of a collage - or a combination of both. You can also use a drawing app on your tablet or computer. Work through your list of words until your painting or collage is completed.
- Do the same with her second speech and compare the two. How would you frame these portraits to hang on the wall or be displayed?

18 – THE BANISHMENT

How does the Friar try to calm Romeo down?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A copy of Act 3 Scene 3 to read either on the page or onscreen.
- A computer with internet connection, ready to play [this clip](#) (with RSC actors and RSC Voice Practitioner Nia Lynn).

ACTIVITY

- Look at the Friar's speech in Act 3 Scene 3 that begins 'Hold thy desperate hand'. Romeo has drawn his sword and the Friar is desperate to calm him down and help him. Highlight or annotate all the images The Friar uses in this speech.
- Say the speech out loud. As you speak the lines, start walking round the room. Change direction every time you come to a piece of punctuation. Does this help separate out the Friar's thoughts? What if you only change direction on the end of a sentence?
- Watch the above clip from the beginning to time code 02:00. The clip investigates one of Juliet's speeches but you can use the same exercise with any speech in verse.
- Say the Friar's speech out loud again and tap out the iambic rhythm. As you do so, write down any words that stand out using this rhythm. These may be words that land on strong or stressed beats or on irregular beats.
- Ask yourself: Does the Friar give Romeo responsible advice? Do you think Romeo get what he wants from him?

EXTENSION

- Design your version of the Friar's apothecary. Is it a modern place like a chemist or healer's shop? Or is it an older, more historical place such as an alchemist's laboratory or church crypt?
- Make a model box of your apothecary set, or draw a design. You can create models of the Friar and of Romeo and Juliet out of modelling clay to place inside.
- If you have the time, create the stock for your apothecary. You could make miniature bottles out of modelling clay or foil and make tiny boxes or bowls for herbs.

19 – THE DEATHS

Who is more responsible for the deaths of Romeo and Juliet?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to play [this clip](#)

ACTIVITY

- Watch the clip of Act 5 Scene 3, performed by RSC actors onstage. Pay close attention to the Friar's actions.
- Ask yourself: Would the outcome have been the same if the Friar had stayed?
- Create a mind map around this question. Take a piece of paper and write 'The Friar stays' in the centre. Think of everything that happens in the scene up to Juliet's death. Write these events on the page and draw a line between each of them to the words in the centre. If you think the Friar might have changed these events by staying, write that down underneath the events. Use different colours, if you have them, to make each event stand out.
- When you have finished your map, compare your events to what happens at the end of the play. Are there any differences? What does this tell you about the Friar? Who else could have changed the events, apart from the young couple themselves? Would things have been different, for example, if Juliet had not been told she had to marry someone else by her father?
- If you have time, read the very end of the play from Balthasar's line 'I brought my master news of Juliet's death'. Ask yourself: Why does Shakespeare include these speeches here? What does he want us to think of the people saying them?

EXTENSION

- Create a soundscape for Juliet's tomb. In your copy of the text look at Juliet's soliloquy in Act 4 Scene 3 where she imagines waking up in a tomb. The speech begins 'I have a faint cold'. Make a list of all the images Juliet uses in this soliloquy. Think of how you can create the sounds to reflect these fears.
- Record and edit together your sounds to create the atmosphere of Juliet's speech. What does it sound like if you read this speech out loud with your soundscape playing underneath it? If necessary, do another edit so that your soundscape fits the speech more accurately.

20 – THE PROCLAMATION

What is the impact of Romeo and Juliet's deaths?

WHAT YOU NEED

- Some pieces of note paper, or a notebook and something to write with.
- A computer with internet connection, ready to play [this clip](#) about the 2018 production and [this clip](#) about antithesis
- A copy of Act 5 Scene 3, either on the page or onscreen.

ACTIVITY

- Watch the clip about the RSC's 2018 production of Romeo and Juliet and why the play is relevant today.
- Make a list of any public figures of authority you can think of, either from modern times or history. Which of these figures do you think the Prince is most like?
- Take a look at the Prince's final speech in Act 5 Scene 3 beginning 'A glooming peace'. Make a list of all the points he makes in this speech. Look through these points and decide how the Prince wants everyone to feel with his words.
- Watch the clip above where RSC Voice Practitioner Nia Lynn talks about the use of antithesis. Can you spot any antithesis in the Prince's final speech and underline it or highlight it? If so, why does Shakespeare make use of it here? What other language devices does he use in these 6 lines and why?
- Imagine you are the Prince's public speech writer. Look at the list of points that you made earlier and try writing them in your own words. Practice saying your version of the speech out loud.
- Ask yourself: Why do you think Shakespeare brings in the Prince at the end of the play to resolve the feud? What does his final speech do to the audience? Are there any similarities between this speech and the prologue?

EXTENSION

- Film a public news announcement as the Prince of Verona. Decide the points you are going to make before you write your speech. How do you want the people of Verona to feel? Are they responsible for the tragedy? Do you want to punish them or give them hope? Try to use a mixture of language devices to influence your people - these could include rhyme, repetition, rhythm, antithesis.
- Choose where you are going to film your news announcement - what sort of background can you use to create the right atmosphere for your viewers.
- Once you have filmed your public announcement, try editing it together as a TV news article. Watch some TV news reports to give you some ideas.