

THEMES:

EXAMINE THREE THEMES IN ROMEO & JULIET IN DETAIL, FINISHING IN A CULMINATING ACTIVITY.

Learning Strands: Literature Studies and Reading, Language

Overall Expectations

LIV.01D

Read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.02D

Demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

LLGV.01D

Use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

WRV.01D

Use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02D

Identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

WRV.03D

Use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

WRV.04D

Revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity and unity;

WRV.05D

Edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

LGV.01D

Use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B

Use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

MDV.01D

Use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyze specific media works;

MDV.02D

Use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect;

Specific Expectations indicated throughout

THEME:

LOVE AT FIRST SIGHT.

"DID MY HEART LOVE TILL NOW?"

(L1.01D)

*My bounty is as boundless
as the sea, My love as deep;
the more I give to thee,
The more I have, for both
are infinite.*

Juliet II; ii; 139-141

Discuss:

Is it possible to feel an "infinite" love for someone? Is it realistic for her to declare her love so quickly? Why does she do so? What different kinds of love can you think of? How is love for a family member different from the love you feel for a best friend, or someone you have a crush on? Is there anyone in your life for whom you have a love that is "boundless"?

*Romeo: Thou chid'st me oft
for loving Rosaline.*

*Friar Laurence: For doting,
not for loving, pupil mine.*

II; iii; 82-83

Discuss:

Why did the Friar not approve of Romeo's infatuation with Rosaline? What is the difference between doting and loving? What is the difference in feeling or behavior between one and the other? How does Romeo behave differently, after he meets Juliet?

*If he be married, my grave is
like to be my wedding bed.*

Juliet 1.5.135

Listen:

For other moments in the play where the idea of love or marriage are closely allied with images of death.

Love is everywhere in *Romeo and Juliet* - romantic love, love for families and friends are all examined. The title characters are referenced constantly in western culture as symbols of all-consuming, perfect love, of those who refuse to compromise in spite of familial obligation or social duty. These lovers would rather die than live without one another, and the idea of death is frequently evoked alongside the image of love.