*Romeo and Juliet* Script Paraphrase and Reenactment

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| **Content area**: English | **Date**: November 8, 2016 |
| **Topic**: Shakespeare’s *Romeo and Juliet* | **Time**: 75 minutes |

**Curriculum Overall Expectations**:

By the end of the Shakespeare unit, *students will use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes*.

**Specific Expectations**:

By the end of this unit, students will:

*[2.1] Communicate orally for a variety of purposes, using language appropriate for the intended audience.*

*[2.2] Demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences.*

*[2.5] Identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences.*

*[2.7] Use a variety of audio-visual aids appropriately to support and enhance oral presentations and to engage audience.*

**Learning Goals and Success Criteria**:

- Students will be able to translate Shakespearean English into modern day language

- Students will be able to use their creativity in order to come up with unique insults and to paraphrase scenes into their own words

- Students will be able to organize and plan their scenes effectively

- Students will be able to present their scenes clearly and accurately to the class

**Resources**:

-iPads

-*Romeo and Juliet* texts

-Shakespearean insults worksheet

-Romeo and Juliet script rewrite worksheet

-Romeo and Juliet project planner and graphic organizer

-Multiliteracy video of Romeo and Juliet interpretation

**Introductory Activity**:

[10 mins.] By now, the class would have covered acts 1, 2, and part of 3. As we move forward, it is essential for students to understand Shakespearean language. Each student will receive a worksheet with Shakespearean insults. Working in pairs, they will pick a term in each of the three columns and then using the iPads, they will translate their insults into modern English.

**Main Activities**:

[5 mins.] Partners will share Shakespearean insults with the class.

[35 mins.] Each assigned group will work on a different scene from Romeo and Juliet. Over the course of the next few days, groups will be given in-class time to rewrite the script given and modify it in a more modern way. Towards the end of the week, groups will film their reenactments and present to the class on presentation dates.

[15 mins.] Groups will work together to fill out their project planner.

**Concluding Activity**:

[10 mins] Show video representations from previous groups that have done this project to give the class a better sense of what kind of interpretations others have had.

**Method of Evaluation**:

-Shakespearean Insult Worksheet: diagnostic form of assessment. What can students do and what do they already know?

-Paraphrasing Activity: summative form of assessment. Students will be evaluated based on a set of criteria to be met. This activity will be part of the final project with the film included method of evaluation.

**Follow-up Ideas**:

For next class, set aside enough time for groups to finish up their scripts. Over the course of the next week, groups will consider how their projects will be taking shape. Start thinking about filming projects.

**SHAKESPEAREAN INSULT SHEET**

Directions: Combineth one word or phrase from each of the columns below and addeth “Thou” to the beginning. Make certain thou knowest the meaning of thy strong words, and thou shalt have the perfect insult to fling at the wretched fools of the opposing team. Let thyself go. Mix and match to find that perfect barb from the bard!

Column A

1. bawdy

2. brazen

3. churlish

4. distempered

5. fitful

6. gnarling

7. greasy

8. grizzled

9. haughty

10. hideous

11. jaded

12. knavish

13. lewd

14. peevish

15. pernicious

16. prating

17. purpled

18. queasy

19. rank

20. reeky

Column B

bunch-backed

clay-brained

dog-hearted

empty-hearted

evil-eyed

eye-offending

fat-kidneyed

heavy-headed

horn-mad

ill-breeding

ill-composed

ill-nurtured

iron-witted

lean-witted

lily-livered

mad-bread

motley-minded

muddy-minded

onion-eyed

pale-hearted

Column C

canker-blossom

clotpole

crutch

cutpurse

dogfish

egg-shell

gull-catcher

hedge-pig

hempseed

jack-a-nape

malkin

malignancy

malt-worm

manikin

minimus

miscreant

moldwarp

nut-hook

pantaloon

rabbit-sucke

INSULT HURLER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*INSULT*:

Thou ­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

*DEFINITION*:

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

**ROMEO AND JULIET PARAPHRASE ACTIVITY**

Each group will choose a different scene to paraphrase. Here is a potential excerpt from Act I, Scene I.

SAMPSON

Do you bite your thumb at me sir? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GREGORY

No, for then we should be colliers. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAMPSON

I mean, and we be in choler, we’ll draw. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GREGORY

Ay, while you live, draw your neck out of collar. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAMPSON

I strike quickly being moved. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GREGORY

But thou art not quickly moved to strike. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAMPSON

A dog of the house of Montague moves me. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GREGORY

To move is to stir, and to be valiant is to stand: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

therefore if thou art moved thou runn’st away. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAMPSON

A dog of that house shall move me to stand. I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

take the wall of any man or maid of Montague’s. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GREGORY

That shows thee a weak slave, for the weakest goes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

to the wall. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAMPSON

‘Tis true, and therefore women, being the weaker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

vessels, are ever thrust to the wall; therefore I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

push Montague’s men from the wall, and thrust his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

maids to the wall. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GREGORY

The quarrel is between our masters and us their men. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ROMEO AND JULIET PROJECT ORGANIZER**

For the second part of your assignment, fill out the graphic organizer with your ideas for putting the project together. Give each character in your scene a brief description using at least **THREE** adjectives. Consider how it will be filmed and what you will need to accomplish it.

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| Props:  -  -  -  - | Costumes:  -  -  -  - |
| Character Description:\_\_\_\_\_\_\_\_\_\_\_\_\_  -  -  - | Character Description: \_\_\_\_\_\_\_\_\_\_\_\_\_  -  -  - |
| Character Description: \_\_\_\_\_\_\_\_\_\_\_\_\_  -  -  - | Character Description: \_\_\_\_\_\_\_\_\_\_\_\_\_  -  -  - |
| Character Description: \_\_\_\_\_\_\_\_\_\_\_\_\_  -  -  - | Character Description: \_\_\_\_\_\_\_\_\_\_\_\_\_  -  -  - |
| Summary of Scene: | |