

ACT 1

By the end of Act 1, Scene 1 you will answer the following questions:

1. Sampson and Gregory use many puns and metaphors at the start of the play for comic relief. These stylistic devices serve as a secondary purpose of literary critics: they reflect the culture for which the play was written. Identify one quote where a pun OR metaphor was used in this way and explain the connotative message communicated through the pun.
2. Identify the important warning given by the prince that acts as the inciting event for this play.

Answer Key for Self Assessment:

At the beginning of the play, Sampson says, "Tis true, and therefore women, being the weaker vessels/are ever thrust to the wall"(Shakespeare 1.1. 14-15). The metaphor "vessels" compares women to boats, implying that women are objects. Furthermore, the adjective "weaker" suggests that women are physically inferior and therefore they deserve to be "thrust" by men. This is a pun: Shakespeare plays with the fact that "thrust" could mean push because a gentleman pushes a woman to stand near a wall to keep her safe from harm, but thrust also means to be sexual. As a result, Sampson implies that he has the right to objectify a woman and sexually assault her in order to prove his masculinity. This reflects the inequality between men and women in Elizabethan England and helps the reader to understand the powerless situation many women faced.

Answer Key for Self Assessment

2. At the end of this scene, the prince warns, “If ever you disturb our streets again/Your lives shall pay the forfeit of the peace” (1.1.86-87). Here the prince uses the word “forfeit” which means “penalty for wrongdoing”. The fact that he says that “your lives” will be the payment for the penalty suggests that the prince will execute anyone caught fighting in the streets of Verona. This is significant because it shows how men control their own fate. They choose their actions of fighting or not fighting, and this choice leads to their ability to live or die.

ACT 1, SCENE 2

1. Supporting characters are often overlooked, but their involvement in the plot is significant. How does the servant play a significant role in contributing to the theme of fate vs free will in this scene? Refer to the text and your understanding of context to support your opinion.

Act 1, Scene 3

1. Use a quote to determine how Juliet is indirectly characterized in this scene - use historical context and textual evidence to support your insights.

Act 1, Scene 4

The important thing to consider here is the attention being paid to fate vs free will. Mercutio and Romeo talk about dreams and whether they foreshadow one's fate. IDENTIFY THE SIGNIFICANT QUOTES AND EXPLAIN THE CONNOTATIVE MESSAGE COMMUNICATED TO SUPPORT THIS POINT.

TEXT TO WORLD CONNECTION(CONTEXT): Humanists believed in Free Will due to the increase in scientific discovery during the Renaissance, but many traditional thinkers of the time still believed in the Divinity of Kings and the idea that actions on earth were determined by Fate.

ACT 1, SCENE 5

1. What does Romeo notice about Juliet? Flag significant quotes! What does this teach us about Romeo?
2. What type of supporting character is Tybalt in this scene? Defend your prediction.
3. Consider context and comment on Juliet's behaviour in this scene? How has she just been foiled by Rosaline?
4. Find an important example of foreshadowing. Support your opinion using textual evidence.
5. What have we learned about power during the Renaissance based on events from Act 1?
6. Would you argue that Shakespeare supports fate or free will as the factor that determines human destiny?

Infographics

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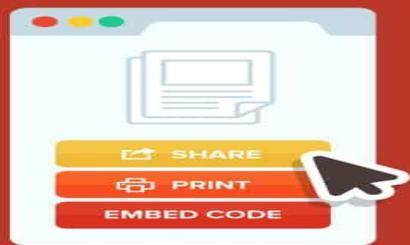
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What to look for in Infographics:

- Titles and subtitles direct the reader to group information into categories.
- Font size is used to direct the reader to most important information, second most important, and least important.
- Colour, shading, lines, numbers etc can direct the reader
- Images, graphs, and statistics are used to support points made in the text to help the reader understand the main messages communicated.
- All information connects to support one main idea.

EXAMPLE

Main idea: Shakespeare uses Juliet to demonstrate how women are powerless in Elizabethan England.

Main idea: Shakespeare demonstrates how humans are powerless to Fate.

Main idea: Shakespeare demonstrates how humans have the power to control their own destiny.

CREATE AN INFOGRAPHIC TO ARGUE THE MESSAGE THAT SHAKESPEARE TEACHES ABOUT POWER IN RENAISSANCE TIMES. INCLUDE THE FOLLOWING:

- TELLS A STORY
- PROVIDES A MINIMUM 4 FACTS
- INCLUDES MINIMUM 4 VISUALS
- INCLUDES SOME TYPE OF GRAPH (PIE, LINE, BAR)
- INCLUDES AT LEAST 1 STATISTIC THAT IS RELEVANT AND EASY TO FOLLOW