

ACT 2: POETRY

CONTEXT: ACT 2

The second act starts with a prologue, in which the chorus tells us that 'Romeo is beloved and loves again'. Act 2 Scene 1 starts with Benvolio and Mercutio looking for Romeo, who has jumped over the orchard wall into the Capulet's garden. They can't find him and decide to leave, saying that there is no point looking for someone who does not wish to be found.

Benvolio: **Go, then, for 'tis in vain
To seek him here that means not to be found.**

Romeo appears and soon spots Juliet standing by a window in her house.

Romeo: **But soft! What light through yonder window breaks?
It is the east, and Juliet is the sun.**

Soon they begin to speak to each other and declare their love for one another. They decide to get married the next day, in secret.

Juliet: **If that thy bent of love be honourable,
Thy purpose marriage, send me word tomorrow**

In the next scene (3), we are introduced to a new character, Friar Laurence. Romeo asks Friar Laurence to marry him and Juliet.

Romeo: **I'll tell thee as we pass, but this I pray:
That thou consent to marry us today.**

Friar Laurence says that he will conduct the marriage, believing it might help to end the feud between the Montagues and Capulets.

In scene 4, Benvolio and Mercutio are still looking for Romeo. When he arrives, he seems to be very happy about his newfound love. The nurse soon arrives in search of Romeo.

Nurse: **Pray you, sir, a word. And as I told you,
my young lady bid me inquire you out.**

Romeo tells the nurse that he is in love with Juliet and wishes to marry her that afternoon.

Romeo: **Bid her devise
Some means to come to shrift this afternoon. And there she shall at Friar
Lawrence' cell
Be shrived and married.**

The nurse relays this to an anxious Juliet, who has been waiting at home for news. The lovers reunite in Father Laurence's room and are married.

LESSON 1

L1: TO PICK OUT EXAMPLES OF SIMILES AND METAPHORS USED BY SHAKESPEARE.

National Curriculum Links

Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- discuss words and phrases that capture the reader's interest and imagination

STARTER:

Draw some circles on the board and write the following prompt above them.

The sun is like...

See how many things they can think of that are round like the sun.

Activity idea taken from 'Jumpstart Literacy' by Pie Corbett (p49)

MAIN TEACHING:

Show the children the following extract from Act 2 Scene 2:

Romeo:

But soft! What light through yonder window breaks?

It is the east, and Juliet is the sun.

Arise, fair sun, and kill the envious moon,

Who is already sick and pale with grief.

Explain to the class that Shakespeare has used a metaphor in this scene:

'Juliet is the sun'

A metaphor is when you compare something to something else by saying it **is** something else (play film clip on this webpage about metaphors to children:

<https://www.bbc.co.uk/bitesize/topics/z4jf6g8/articles/zntjqp3>)

Talk about the difference between metaphors and similes.

The children are now going to look at examples of metaphors and similes used by Shakespeare in Act 2. They need to try and work out what is being compared to what and match it with the words of Shakespeare.

Give out the sheet below to the children for them to work on in pairs.

Poetry: Similes and Metaphors Sorting Exercise. Week 2. Lesson 1

Romeo:

O, speak again, bright angel! For **thou art**
As glorious to this night...
As is a winged messenger of heaven
Unto the white, upturned, wondering eyes
Of **mortals**

thou = you art = are mortals = humans

Love is being compared to a flower.

This is a metaphor.

Juliet:

This love, by summer's ripening breath,
May prove a beauteous flower when next
we meet.

Generosity and love are being compared to the sea.

This is a simile.

Juliet:

But to be frank, and give it thee again.
And yet I wish but for the thing I have.
My bounty is as **boundless** as the sea,
My love as deep.

bounty = generosity **boundless** = limitless

Juliet is being compared to an angel.

This is a metaphor and a simile.

Remember, a simile uses the word AS or LIKE.

A metaphor says something IS something else

Take feedback from the children and ask them to share what they matched with what.

PLenary:

Children pick a simile or metaphor they have read in the lesson and explain why they like it.

LESSON 2 DRAMA ACTIVITY

Before starting the drama session, show the children the poem 'A Red, Red Rose' by Robert Burns. Focus on the first verse and ask them to identify the figurative language that is being used by Burns.

What is being compared to what?

Explain to the children that they are going to be writing poetry in role as Romeo or Juliet that is inspired by Robert Burn's poem, as well as the language Shakespeare uses in Act 2 Scene 2. The drama lesson today is their opportunity to develop powerful language and work with a partner to come up with the first 2 lines (couplet) of their poem.

LI: To generate ideas and vocabulary for my poem.

National Curriculum Links

Writing

Plan their writing by:

- discussing and recording ideas

Spoken Language

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Warm up:

Children walk around the space, making sure they

don't walk too closely to anyone else.

They imagine they are Romeo at the beginning of the play, when he is upset about Rosaline.

How would he be feeling/walking round/greeting people?

Repeat with different parts of the play:

- On his way to the Capulet's ball
- When he sees Juliet for the first time
- Walking to find Juliet on her balcony

MAIN DRAMA ACTIVITY:

Put children into pairs (mixed ability). Ask them to make the following pictures using their whole bodies.

- Flower
- Sun
- Angel

Ask some pairs to demonstrate to the rest of the class.

Then ask the children what they notice about the pictures they have made. *Answer: They are used as similes and metaphors used in the play.*

Ask the class to think of other things that you might compare someone to if you loved them and record on a flipchart e.g. jewel, beautiful song, star

In their partners, the children pick ONE thing from the class list that they are going to use to write a simile.

They should write this in the middle of the piece of A4 paper (landscape).

On the left of the page, ask the children to think of as many adjectives they can think of to describe the thing they have chosen.

After about five minutes, ask some children to share the adjectives they have chosen and record on the flipchart. Praise those groups who have picked powerful adjectives and push children to improve weak choices.

The children now think of as many verbs related to the thing they have chosen on the right side of the page. Again, after five minutes, ask the children to share and record.

Now show the children your own version of the activity they have just completed.

precious	jewel	sparkles
expensive		shines
ruby-red		glistens
beautiful		
shiny		

Model circling the most powerful adjectives and verbs and using these ideas to develop a couplet based on Robert Burn's poem, extending the verb with more detail:

O my love is like a....
That...

For example:
**O my love is like a precious jewel,
That glistens among damp earth.**

Children then work in their pairs to write their own couplet like the one above (making sure to write their couplet on the back of their named piece of paper). **Make sure they understand that it is not necessary for the couplet to rhyme.**

Each pair should then practise performing their couplet (off by heart). They might like to add an action to help them remember it. They then perform their couplet to the class, using expression and adding actions for emphasis.

LESSON 3

U: TO WRITE COUPLETS USING SIMILES.

National Curriculum Links

Writing

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

STARTER:

Show some examples of the children's couplets from the drama session.

- Which one is your favourite? Why?
- How could we improve this couplet?
- Could we use a better word?

MAIN TEACHING:

Hand out the children's work from the drama session yesterday and ask them to copy their first couplet into their writing books (making sure to start 'that' on a second line).

Explain that the children are going to be writing **two** more couplets today using the same technique as they did yesterday, continuing to work with the same partner.

- 1) Think of something to compare your 'love' to
- 2) Think of some adjectives to describe your chosen thing
- 3) Think of some verbs linked with your chosen thing
- 4) Use your ideas to write couplets with the following template:

O my love is like a....
That...

You might like to use a template below to support the children complete this activity.

PLENARY:

Ask pairs to pick their favourite couplet and memorise it so they can perform it to the class with expression and actions. Pick a few pairs to perform their couplet in front of the class and ask the children to explain what they liked about it and why.

<u>First idea</u>	<u>Adjectives</u>	<u>Verbs</u>

First Couplet:

O my love is like
That

<u>Second idea</u>	<u>Adjectives</u>	<u>Verbs</u>

Second Couplet:

O my love is like
That

LESSON 4

II: TO WRITE A VERSE FOR A LOVE POEM.

National Curriculum Links

Writing

Draft and write by:

composing and rehearsing sentences orally (including dialogue),
progressively building a varied and rich vocabulary and an
increasing range of sentence structures

Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

STARTER:

Ask each child to look over their work from the last few days and pick their favourite adjective. Each child will share their chosen adjective as the teacher records on a whiteboard. Encourage the class to use this word bank to help them when writing their poem today.

MAIN TEACHING:

Children will be using ideas from the last two lessons to write a verse of a poem in role, as either Romeo or Juliet.

Explain that they are going to choose their favourite couplet and extend it into a verse of 4 lines.

Model this process explicitly, either using your own example or the one below.

**O my love is like a precious jewel,
That glistens among damp earth.**

Ask:

- How could we extend this idea?
- What other words are linked with jewels that we could use?

Record the children's ideas and then model linking words associated with jewels to the person you are writing the poem about (either Romeo or Juliet):

**His whole face sparkles when he smiles,
His eyes are like shiny sapphires.**

So, the whole verse would be:

**O my love is like a precious jewel,
That glistens among damp earth.
His whole face sparkles when he smiles,
His eyes are like shiny sapphires.**

Do another example with the children, this time asking the children to work with a partner, with you guiding them by following the same system:

- 1) Choose a couplet
- 2) Brainstorm words related to the simile
- 3) Write 2 more lines of poetry

E.g.

**O my love is like a fragrant flower,
That grows in rolling fields.
His cheeks are as soft as petals,
His hair as yellow as bright sunflowers.**

Take feedback from the children and highlight verses where the simile has been extended successfully. Support pairs who have found this tricky.

Children now work in their mixed-ability pairs to extend their favourite couplet (written in the previous lessons) into a verse of 4 lines using the same process:

- 1) Choose a couplet
- 2) Brainstorm words related to the simile
- 3) Write 2 more lines of poetry using these words

PLENARY:

Ask some children to share their verse by reading it out to the rest of the class. Children share what they like about each other's verses.

LESSON 5

L: TO EDIT AND PERFORM.

National Curriculum Links

Writing

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear**

Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

STARTER:

Put 6 words up on the board that children in the class misspelt in their work in the previous lesson. Remind children how to look up the correct spelling in a dictionary, using the first 2/3 letters. Children work in pairs to find the correct spelling.

MAIN TEACHING:

Before the lesson, pick two different verses that were written by children in the previous lesson.

Ask the children to share what they like about the writing, explaining their reasons.

Then ask the children to consider if they could be improved in anyway – focusing on the following three things:

- Word choice
- Spelling
- Unnecessary words

Repeat with the other example.

Children then work in the same partners to improve their verse from yesterday by thinking of better words, correcting spellings and getting rid of unnecessary words.

PERFORMING

When they have finished editing, children practise performing their verse with their partner. They should learn it off by heart, add actions and then perform it to the rest of the class. Create a class poem by asking the children to perform their verses one after the other.