

WEEK 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

LI: TO PICK OUT EXAMPLES OF FIGURATIVE LANGUAGE 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
- read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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:

Ask children what different types of figurative language they can think of (encourage them to think back to the lesson's starter if they are struggling).

Hopefully the children will remember that similes, metaphor and personification are all examples of figurative language (remind children of definitions if necessary).

Then 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.**

Ask the class the following questions:

- What type of figurative language is being used in this extract?
- What is Juliet being compared to?
- How do you know this is a metaphor and not a simile?
- Why is it an effective metaphor?
- What does it tell us about Romeo's feelings towards Juliet?

Split the class into groups of four. Give each group one of the following extracts from this scene and ask them to identify the figurative language being used (simile or metaphor):

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 o'er = over mortals = humans

2) Juliet:

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

3) 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

4) Romeo:

**The brightness of her cheek would shame those stars
As daylight doth a lamp.**

doth = does

Once the groups have identified whether their extract has a simile or metaphor (or both), they should discuss what is being compared to what (see below for answers):

1) *Metaphor and simile – Juliet is being compared to an angel/messenger of heaven*

2) *Metaphor – Their love is being compared to a flower*

3) *Simile – Generosity and love are being compared to the sea*

4) *Simile – Romeo says that the beauty of Juliet shames stars like daylight shaming a lamp.*

Display each extract on the IWB in turn. Ask each group feedback to the class by answering the following questions:

- Did your extract have a simile, metaphor or both?
- How do you know?
- What is being compared to what?
- Is it effective?

PLENARY:

Children pick their favourite example of figurative language discussed in the lesson and explain why they like it.