DEAR EDUCATOR:
What could be better than teaching Romeo and Juliet, perhaps the greatest love story of all time? And this year, to enrich your students’ engagement, you can include the newest film adaptation of Shakespeare’s classic in your class plans.

REVITALIZED FOR A WHOLE NEW GENERATION
by Academy Award®-winning screenwriter Julian Fellowes and acclaimed director Carlo Carlei, this telling of ROMEO & JULIET takes viewers back to the enchanting world of the story’s original setting in Verona, Italy. Douglas Booth and Academy Award® Nominee Hailee Steinfeld lead an extraordinary ensemble cast who bring Shakespeare’s legendary tale of romance vividly to life, giving us a ROMEO & JULIET that is timeless, transparent...and as powerful as ever.

This important film is available on Blu-ray® and DVD on February 4, 2014, just in time for Valentine’s Day, when many teachers introduce Romeo and Juliet. And to help you make use of the film in class, we are delighted to bring you a ROMEO & JULIET program that is timeless, transparent...and as powerful as ever.

This program aligns with Common Core State Standards for English Language Arts for grades 9-12. For a detail standards correlation, visit ymiclassroom.com/r&j.

HOW TO USE THIS PROGRAM
Photocopy this teacher’s guide and the three student activity sheets before displaying the poster in your classroom. Make additional copies of these reproducible components to share with other teachers in your school.

Schedule the activities to coordinate with your plans for teaching the play and distribute copies of each activity sheet to your students on the appropriate class day. While the activities will enhance your students’ viewing experience when they see the new film, ROMEO & JULIET, students can complete the main activities before viewing the film.

ABOUT ROMEO & JULIET
William Shakespeare’s epic and searing love story has been revitalized for a whole new generation by Academy Award®-winning screenwriter Julian Fellowes and acclaimed director Carlo Carlei. Douglas Booth and Academy Award® Nominee Hailee Steinfeld lead an extraordinary ensemble cast as Romeo and Juliet, the star-crossed youths who fall for each other in spite of their feuding families. Filmed with lush, enchanting imagery amid its original setting in Verona, Italy, this legendary tale of romance remains timeless and transcendent...and as powerful as ever.

ACTIVITY ONE A TIMELESS TALE
Use this activity to focus on Romeo and Juliet’s main themes—especially those that resonate with your students’ personal experiences. First, review a few example themes such as “wanting something you can’t have” or “family conflicts,” then have students work individually to come up with three themes of their own. Themes may be expressed as single words (“youth”), as human emotions (“feeling angry at your parents”), or even as questions (“how far should we go for love?”). In reflecting on these themes, students should identify specific passages from the play to support each proposed theme, and then write down one or more examples of how they have personally experienced or observed each theme in their own lives. Schedule time to share and compare responses in small groups or a full-class discussion.

ACTIVITY TWO SHAKESPEARE IN OUR TIMES
Use this activity to explore how factors beyond the text of Romeo and Juliet, such as music (or costumes and staging) can complement or even enhance the play’s meaning. Have students first choose a scene from the worksheet and then return to their texts, rereading the scene to imagine what type of music might serve as a meaningful soundtrack for it. As students revisit their scenes, questions on the worksheet will steer them to think about the scene’s tone, its dramatic action, the characters’ emotions, and, of course, what type of music would best capture all of these attributes. Have students propose an actual piece of music or example of what they ‘hear’, and play a recording for the class. To take this activity even further, give students a chance to vote on their favorite musical option for each scene, and then have groups perform the scenes aloud with the winning soundtracks playing in the background.

ACTIVITY THREE MUSIC WITH HER SILVER SOUND
Use this activity to develop students’ understanding and appreciation of Shakespearean language as they match modernized lines from Romeo and Juliet with the play’s original text. You may choose to do this activity before your class begins reading the play as a way to familiarize students with Elizabethan vocabulary, sentence structure, and meter; or you may decide to use it as a way to reinforce what students have already read. This would be a good exercise for students to tackle in pairs or small groups. If your students have already read the play, challenge them to identify the speaker and/or scene for each line from the text.

Answers: 1. A (spoken by Juliet, II.2); 2. B (spoken by Romeo, II.2); 3. A (spoken by Juliet, I.5); 4. A (spoken by Mercutio, I.4); 5. C (spoken by Mercutio, III.1)

You may wish to introduce Part 2 of this activity before students view the new film, ROMEO & JULIET, so they can listen for instances of updated language in the film and note one or two examples that stand out to them. After watching the new film, reflecting backwards on what is gained (or lost) in these revisions. Why was the language updated in each case? What types of audiences might most appreciate this change? Did the passage’s meaning or dramatic effect change along with the words?

For Part 2, Have students do some research to find adaptations or references to Romeo and Juliet in popular culture. These can be either contemporary or historic examples. Ask them to prepare short presentations on what they find, encouraging them to think about historical and geographical context (when was my example created? where was it created?) as well as audience (who was it created for? what types of people would best understand it?) to defend and illustrate about why this particular popular twist on Romeo and Juliet was effective—or not!

Sincerely,
Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired

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Use Part 2 to revisit the listed scenes in the new film, ROMEO & JULIET, so that students can tune-in on the film’s musical choices, especially the soundtrack for the scene they chose to “score.” How did their musical selection compare to the soundtrack in the film? If it was very different, how was it different? And what can we make of the differences? What does the soundtrack suggest about the filmmakers’ understanding of that particular scene?

Sincerely,
Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired
ACTIVITY ONE

A TIMELESS TALE

The story of Romeo and Juliet has been adapted and alluded to in countless ways over hundreds of years. In fact, even Shakespeare himself borrowed the plot from an Italian tale. Why does this story endure? What human experiences or questions does it deal with that make it timeless?

PART 1  In the chart below, list three themes that have made Romeo and Juliet so relevant and popular for audiences throughout history. You can make up your own name for the themes. Then, for each one, cite a passage from the play where Shakespeare seems to be exploring this theme, and give an example from your own life—your school, your family, your friends, etc.—to show how this theme still has relevance today.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Passage from the Play</th>
<th>Example from My Life</th>
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PART 2  Find at least one example of where Romeo and Juliet has been adapted or alluded to in popular culture. This could be a film adaptation, of course, but it could also be a song, a cartoon or comic, an advertisement or commercial, an internet meme—almost anything. Be prepared to present your example in class, explaining why this particular popular twist on Romeo and Juliet makes sense, and why certain choices or changes may have been made. What kind of audience is your example meant to reach? How do you know?
ACTIVITY TWO

SHAKESPEARE IN OUR TIMES

As you may have noticed, in some places, the new film ROMEO & JULIET updates Shakespeare’s text in creative ways to connect with a twenty-first century audience. But in order to make these changes thoughtfully and effectively, the film’s writers had to first understand and appreciate Shakespeare’s original language.

PART 1 Here’s your chance to develop the same skills, so that you, too, can move easily between Shakespeare’s English and the way we speak today. Below you’ll find lines from Romeo and Juliet revised to sound like modern-day English. Your job is to identify Shakespeare’s original text. Circle the correct answer.

1. Romeo! Why must you be Romeo? Forget about your family and change your name!
   A. O Romeo, Romeo! Wherefore art thou Romeo? Deny thy father and refuse thy name.
   B. Romeo, Romeo, why call thyself Romeo? Forego thy family and their fatal name.
   C. O Romeo, Romeo, where art thou, my Romeo? Hide not behind thy home and noble name.

2. Wait! What’s that light coming through the window?
   A. Hark! What candle glows in Juliet’s window?
   B. But soft! What light through yonder window breaks?
   C. Anon! What moonlight pierces that glassy pane?

3. The one person I love is the son of my family’s only enemy!
   A. My only love, sprung from my only hate!
   B. The sprout of mine enemy is the seed of my love!
   C. My sole beloved, born of my family’s sole competitor!

4. If love gives you a hard time, give as good as you get.
   A. If love be rough with you, be rough with love.
   B. If love proves a prickly friend, well then, friend, you too be prickly.
   C. Should love prove tough on thee, then be thou tough on love.

5. Both of your families deserve what you get! I’m done for.
   A. A pox on all your kinsmen! I am rid of you.
   B. Montagues and Capulets alike, be cursed! I am spent.
   C. A plague o’both houses! I am sped.

PART 2 Now that you’ve seen how it’s done, listen for examples of updated language when you watch the new film, ROMEO & JULIET. Note one or two examples in the space below, and explain briefly what is gained (or lost) by putting Shakespeare’s poetry into the language of our times.

Example: __________________________________________________________

_________________________________________________________

Example: __________________________________________________________

_________________________________________________________

ROMEO+JULIET — THE MOST DANGEROUS LOVE STORY EVER TOLD!
OWN IT ON BLU-RAY™ OR DVD, FEBRUARY 4, 2014
**ACTIVITY THREE**

**MUSIC WITH HER SILVER SOUND**

Music plays a big role in Shakespeare's plays. In *Romeo and Juliet*, he even created a whole scene for the musicians who perform at the party where Romeo and Juliet first meet. The scene is a reminder that live musicians performed in almost every production on Shakespeare's stage. But while we know the words his actors spoke, we do not have many records of the notes Shakespeare wanted his musicians to play. As a result, modern-day performers have to be creative about choosing music for their productions.

**PART 1** Suppose you were producing *Romeo and Juliet*. What creative musical choices would you make? Pick one of the scenes listed below and try to imagine a “soundtrack” that brings out the drama and meaning of the scene. Answer the questions in the chart to develop your ideas. Be prepared to perform or play a sample of the sound you imagine for your scene in class.

Choose from the following scenes:
- The Balcony Scene (II.2)
- The Sword Fight Scene (III.1)
- The Bedroom Scene (III.5)
- The Potion Scene (IV.3)

<table>
<thead>
<tr>
<th>Describe the tone and pace of the scene.</th>
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<tr>
<td>What musical tempo and rhythm match the action?</td>
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<tr>
<td>Describe the characters’ emotions in the scene.</td>
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<tr>
<td>What musical sounds and textures capture these emotions?</td>
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<tr>
<td>Describe the style of music you hear playing behind this scene.</td>
</tr>
<tr>
<td>How does your soundtrack bring out the meaning of this moment in the drama?</td>
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</tbody>
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**PART 2** When you watch the new film, *ROMEO & JULIET*, listen carefully to the film's soundtrack for the scene you chose. In the space below, describe the music that the filmmakers put to Shakespeare's play for this scene, and compare their choices to your own.

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