

Act 2: Star Crossed Lovers



This sample project links to the listen live/download audio clip

Essentials

Continue your lists of references from earlier projects.

- Key themes: feuds, conflict between the generations, children and their parents, loyalty, teenage relationships, love and hate, exile and loneliness, fate and destiny, the individual in society.
- Imagery: light and dark, warmth and cold.

Shakespeare uses references to light in this scene to comment upon Romeo's growing love.

- Using your updated list of references to light, make further notes, including quotations, to show how this scene marks the 'brightest' point in the play.



From this point onward look out for images getting darker.

Level 1

Level 2

Level 3



Is Romeo mature enough to decide to marry? Only yesterday he loved Rosaline and today he loves and wants to marry Juliet. Explore his maturity in *Too Young to Marry*, a TV reality chat show. Allocate the role of TV presenter (who must keep order and allow everyone to be heard) and the roles of various guests including Romeo, Juliet, Benvolio, Mercutio, Nurse, Friar Laurence and Rosaline, either supporting the idea that they are both mature enough to marry or that they are not. The rest of the class will act as the audience, able to ask questions of any character, and at the end vote on the proposition: Are these two young people mature enough to marry?

Divide the class in two to present the following viewpoints:

- Romeo has matured overnight and his love for Juliet is genuine and true
- Romeo is immature and will soon tire of Juliet, just as he did with Rosaline

Level 1



Divide into groups to devise and perform a short scene in which a pair of modern lovers meet in secret. Consider:

- Why the lovers must meet in secret
- The danger they might be in
- How they feel for each other
- What their families might feel about them being together



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If you were directing a production of *Romeo and Juliet*, how would you stage the balcony scene?

Draw designs showing:

- The costumes (consider both Elizabethan and modern times)
- The set

Consider the style of music and type of sound effects you might use.

Level 1

Level 2



Romeo and Juliet are described as 'star crossed lovers' by the Chorus. Do you take this seriously or view it like a horoscope in the newspaper?

- Do you think horoscopes ever come true?
- What other ways do people use to discover their fate?
- What superstitions do any members of the class have?

Level 2

Level 3



Romeo's language has changed in this scene. What does this tell us about him? Write notes considering:

- What effect has meeting Juliet had upon him?
- What images of light does he use to describe Juliet?
- How does it compare to the clashing language of Act 1?

You may find it useful to refer back to examples in Project 2, worksheet 2b.



Romeo says 'My life were better ended by their hate than death prorogued, wanting of thy love'. How can he say this when he hardly knows Juliet?



Elizabethan ideas about marriage were in some ways very relaxed. If a couple exchanged vows of love it was not seen as a sin for them to make love, as long as they made their marriage official soon afterwards.

Within one night of knowing each other, Romeo and Juliet plan to marry. Is this believable? Consider:

- The role of fate
- Their idea of romantic love
- The society they live in

Level 3



Write a short study of how the language in Act 2 Scene 2 creates a romantic atmosphere. Consider:

- Images of beauty, tenderness and warmth.
- Are there any warnings in this scene that it will end in tragedy?
- Are there any indications of the hot-headedness of young love?

