Romeo and Juliet: Act 1, scene 5

**Tier 2 vocabulary**

* Captivated (v): Hold the interest and attention of.
* Impulsive (adj): Acting without thinking first.
* Infatuation (n): An intense, but short-lived passion for someone.

**Lesson aims: How does Shakespeare use symbolism in Romeo and Juliet?**

**Task 1:** Using the notes in class, annotate the following extract:

O, she doth teach the torches to burn bright!

It seems she hangs upon the cheek of night

As a rich jewel in an Ethiop’s ear—

Beauty too rich for use, for Earth too dear.

So shows a snowy dove trooping with crows

As yonder lady o’er her fellows shows.

The measure done, I’ll watch her place of stand

And, touching hers, make blessèd my rude hand.

Did my heart love till now? Forswear it, sight,

For I ne’er saw true beauty till this night.

**Task 2:** Look at the following example responses to consider which candidate creates a developed response:

|  |  |
| --- | --- |
| **Student 1:** | **Student 2:** |
| When Romeo meets Juliet he says ‘she doth teach the torches to burn bright!’ This shows that she is bright and that he loves her. | When Romeo first meets Juliet he says ‘she doth teach the torches to burn bright!’ to show his feelings. Shakespeare uses imagery of a ‘torch’ and fire which imply light, energy and life. Romeo states that she is brighter than anything else showing us that Romeo is captivated by Juliet as she dominates the room. |

**Task 3:** How does Shakespeare use symbolism to present Romeo's feelings towards Juliet in this scene?

**Quotations:**

* 'She hangs upon the cheek of night Like a rich jewel in an Ethiope’s ear.'
* 'So shows a snowy dove trooping with crows.'
* 'For I ne’er saw true beauty till this night.'

**Sentence stems:**

* Shakespeare presents Romeo as...
* The phrase/word/simile '.......' has connotations of...
* It might also symbolise...
* Shakespeare uses '.....' to convey...
* This evokes...
* In doing so, Shakespeare highlights...

**Task 4:** Using the checklist below, assess your progress.

1. Focused on a method used
2. Included a reference to the text
3. Explained how the quote presents Romeo's feelings
4. Zoom in and explore the connotations of specific words or phrases
5. Used tentative phrases such as could or might
6. Used tier 2 vocabulary