

THE
DUSTON ^{TDS} ₄₋₁₉
SCHOOL

Knowledge Organiser

Year 7: Unit 4

Romeo and Juliet



Name:

Class:

Big Questions

The big question for the unit is: **How is discovery reflected in Shakespeare's *Romeo and Juliet*?**

Our study of *Romeo and Juliet* will follow the structure below:

Week 1	<ul style="list-style-type: none"> ▪ What role does fate and tragedy play? ▪ How is conflict presented in Act 1: Scene 1?
Week 2	<ul style="list-style-type: none"> ▪ How is Romeo's love for Rosaline presented at the start of the play? ▪ How is Romeo and Juliet's first encounter presented? ▪ How is Romeo presented in Act 1 of <i>Romeo and Juliet</i>?
Week 3	<ul style="list-style-type: none"> ▪ How does Shakespeare present Romeo in Act 1 of <i>Romeo and Juliet</i>? ▪ How is Romeo and Juliet's love for each other presented? ▪ How does Romeo demonstrate his love for Juliet? ▪ How does Romeo react to conflict in Act 3: Scene 1?
Week 4	<ul style="list-style-type: none"> ▪ How does Romeo react to conflict in Act 3: Scene 1? ▪ How does Romeo react to the news of his banishment? ▪ Why might Romeo and Juliet's relationship be in jeopardy? ▪ How much is Juliet willing to sacrifice for Romeo?
Week 5	<ul style="list-style-type: none"> ▪ How does Romeo react to the news of Juliet's death in Act 5: Scene 1? ▪ How is Romeo presented in Act 5: Scene 3? ▪ How much is Romeo willing to sacrifice for Juliet?
Week 6	<ul style="list-style-type: none"> ▪ How does Shakespeare present Romeo in <i>Romeo and Juliet</i>? ▪ How have recent theatre productions presented <i>Romeo and Juliet</i>? ▪ How would you stage <i>Romeo and Juliet</i>?




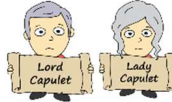







Acts in *Romeo and Juliet*

For each act in the play, here is a brief summary of what happens:

Act 1	<ul style="list-style-type: none"> ▪ The play opens as the Chorus introduces two feuding families of Verona: the Capulets and the Montagues. On a hot summer's day, the young men of each faction fight until the Prince of Verona intercedes and threatens to banish them. ▪ Soon after, the head of the Capulet family plans a feast. His goal is to introduce his daughter Juliet to a Count named Paris who seeks to marry Juliet. ▪ Montague's son Romeo and his friends (Benvolio and Mercutio) hear of the party and resolve to go in disguise. Romeo hopes to see his beloved Rosaline at the party. Instead, while there, he meets Juliet and falls instantly in love with her. Juliet's cousin Tybalt recognises the Montague boys and forces them to leave just as Romeo and Juliet discover one another.
Act 2	<ul style="list-style-type: none"> ▪ Romeo lingers near the Capulet house to talk with Juliet when she appears in her window. ▪ The pair declare their love for one another and intend to marry the next day. ▪ With the help of Juliet's Nurse, the lovers arrange to marry when Juliet goes for confession at the cell of Friar Laurence. There, they are secretly married (talk about a short engagement).
Act 3	<ul style="list-style-type: none"> ▪ Following the secret marriage, Juliet's cousin Tybalt sends a challenge to Romeo. ▪ Romeo refuses to fight, which angers his friend Mercutio who then fights with Tybalt. ▪ Mercutio is accidentally killed as Romeo intervenes to stop the fight. In anger, Romeo pursues Tybalt, kills him, and is banished by the Prince.

	<ul style="list-style-type: none"> ▪ Juliet is anxious when Romeo is late to meet her and learns of the brawl, Tybalt's death, and Romeo's banishment. ▪ Friar Laurence arranges for Romeo to spend the night with Juliet before he leaves for Mantua. Meanwhile, the Capulet family grieves for Tybalt, so Lord Capulet moves Juliet's marriage to Paris to the next day. ▪ Juliet's parents are angry when Juliet doesn't want to marry Paris, but they don't know about her secret marriage to Romeo.
Act 4	<ul style="list-style-type: none"> ▪ Friar Laurence helps Juliet by providing a sleeping draught that will make her seem dead. ▪ When the wedding party arrives to greet Juliet the next day, they believe she is dead. ▪ The Friar sends a messenger to warn Romeo of Juliet's plan and bids him to come to the Capulet family monument to rescue his sleeping wife.
Act 5	<ul style="list-style-type: none"> ▪ The vital message to Romeo doesn't arrive in time because the plague is in town (so the messenger cannot leave Verona). ▪ Hearing from his servant that Juliet is dead, Romeo buys poison from an Apothecary in Mantua. He returns to Verona and goes to the tomb where he surprises and kills the mourning Paris. ▪ Romeo takes his poison and dies, while Juliet awakens from her drugged coma. She learns what has happened from Friar Laurence, but she refuses to leave the tomb and stabs herself. ▪ The Friar returns with the Prince, the Capulets, and Romeo's lately widowed father. ▪ The deaths of their children lead the families to make peace, and they promise to erect a monument in Romeo and Juliet's memory.

Characters in *Romeo and Juliet*

Montagues	Capulets
<p>Romeo</p> <ul style="list-style-type: none"> Romeo is sensitive and is caught in the middle of the feud. At the beginning of the play, Romeo is saddened by his unrequited love for Rosaline. He is a loyal friend and kills Tybalt as Mercutio was murdered. He is banished to Mantua but returns to Verona on believing that Juliet is dead. 	<p>Juliet</p> <ul style="list-style-type: none"> A teenager who ends up falling in love with Romeo. She has no power and is controlled by her father. She relies on the Nurse for help and advice. She is closer to the Nurse than her mother. Juliet commits suicide for her deep-rooted love for Romeo. 
<p>Lord and Lady Montague</p> <ul style="list-style-type: none"> Romeo's parents; head of the Montague household. At the beginning of the play, Lord Montague is concerned about his son's unhappiness. At the end of the play, Lady Montague dies of grief. 	<p>Lord and Lady Capulet</p> <ul style="list-style-type: none"> Juliet's parents; head of the Capulet household. Both characters love their daughter but do not take into consideration her thoughts and feelings. Lord Capulet commands respect. Lady Capulet relies on the Nurse for moral support. Both wish for their daughter to marry Paris. 
<p>Benvolio</p> <ul style="list-style-type: none"> Romeo's cousin and thoughtful friend. Benvolio makes a genuine effort to defuse violent scenes in public. Mercutio accuses Benvolio of having a nasty temper in private. He spends most of the play trying to distract Romeo from Rosaline, even after Romeo falls in love with Juliet. 	<p>Tybalt</p> <ul style="list-style-type: none"> Juliet's cousin; he is honourable to the Capulet name. Tybalt has a temper but is proud of who he is. Tybalt seeks to fight members of the Montague family. Tybalt is killed by Romeo and Tybalt had killed Mercutio. 
<p>Mercutio</p> <ul style="list-style-type: none"> A kinsman to the Prince and Romeo's close friend. His volatile nature, quick wit and wordplay serve as comic relief throughout the play. He attends the Capulet's party with Romeo and Benvolio. When Tybalt challenges Romeo but he refuses to fight back, Mercutio immediately attacks Tybalt. Mercutio is killed by Tybalt. 	<p>The Nurse</p> <ul style="list-style-type: none"> Juliet's 'nanny' who has cared for Juliet her entire life. The Nurse helps Juliet to marry Romeo. Her long-winded stories, raunchy comments and distaste for men generally serve as comic relief throughout the play. The Nurse defends Juliet when her family cuts her off. 
Other key characters	
<p>Paris</p> <ul style="list-style-type: none"> A kinsman of the Prince. He is the man the Capulets want Juliet to marry. Once Lord Capulet promises Paris that he can marry Juliet, he becomes very presumptuous towards her, acting as if they are already married. 	<p>The Prince</p> <ul style="list-style-type: none"> The Prince of Verona; Prince Escalus. He is concerned about public peace. 
<p>Friar Laurence</p> <ul style="list-style-type: none"> A friar and friend to both Romeo and Juliet. The Friar represents a paternal figure in Romeo's life. He is always ready with a plan. It was the Friar's idea for Juliet to fake her own death but it did not go to plan. The Friar wishes for peace between the Montague and Capulet families. 	

Key Information

An Introduction to *Romeo and Juliet*:

- *Romeo and Juliet* is a tragedy written by William Shakespeare early in his career about two young star-crossed lovers whose deaths ultimately reconcile their feuding families.
- It was among Shakespeare's most popular plays during his lifetime and, along with *Hamlet*, is one of his most frequently performed plays.



Shakespearean Tragedy

The word tragedy was derived from the Greek word *tragoidia*, which means 'the song of the goat.' Today in theatre and literature, a tragedy is a work that has an unhappy ending. The ending must include the main character's downfall.

Shakespearean tragedy has got its own specific features, which distinguish it from other kinds of tragedies. It must be kept in mind that Shakespeare is mostly indebted to Aristotle's theory of tragedy in his works.

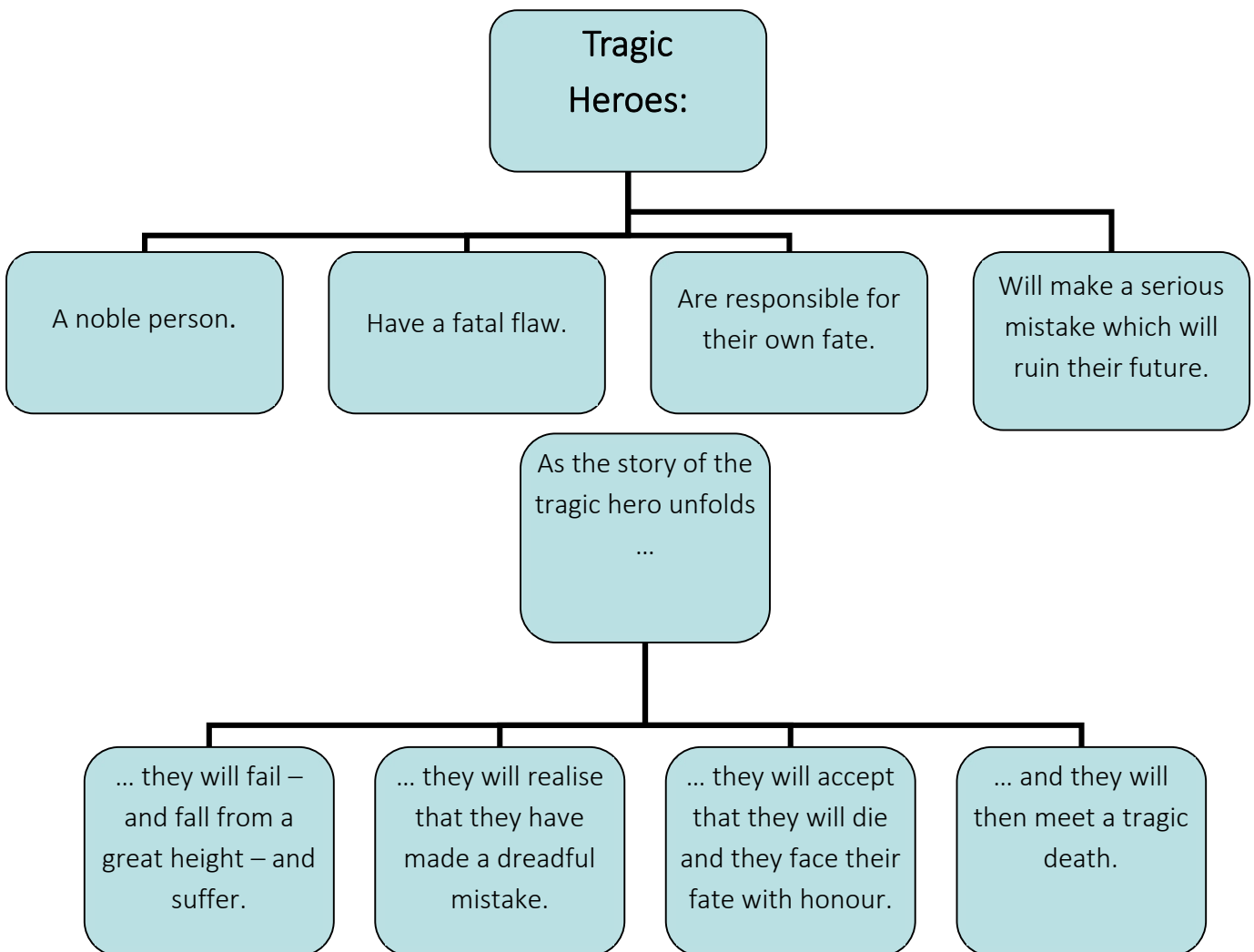
The 9 Elements of Shakespearean Tragedy:

Elements	Explanation
Tragic hero	A main character is cursed by fate and possessed of a tragic flaw.
A struggle between good and evil	This struggle can take place as part of the plot or exist within the main character.
Hamartia	The fatal character flaw of the tragic hero.
Tragic waste	The good being destroyed along with the bad at the resolution (end) of the play. Often played out with the unnecessary loss of life, especially of 'good' characters.
Internal/ External conflict	Internal conflict – The struggle the hero engages in with their fatal flaw. External conflict – This can be a problem facing the hero as a result of the plot or a 'bad' character.
Catharsis	The release of the audience's emotions through empathy with the characters.

Supernatural elements	Magic, witchcraft, ghosts, etc.
Lack of poetic justice	Things end poorly for everyone, including the 'good' characters.
Comic relief	One or more funny characters who participate in scenes intended to lighten the mood.

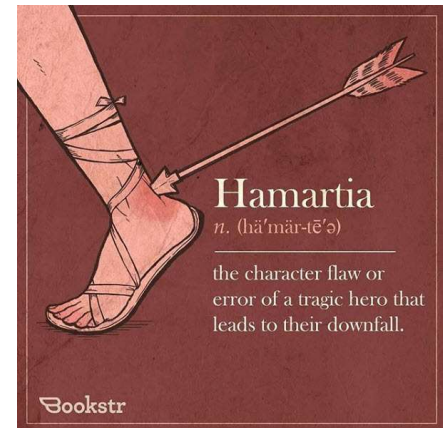
The Tragic Hero:

- A tragic hero is one of the most significant elements of a Shakespearean tragedy. This type of tragedy is essentially a one-man show.
- It is a story about one, or sometimes two, characters. The hero may be either male or female and he or she must suffer because of some flaw of character, because of inevitable fate, or both.
- The hero must be *the most* tragic personality in the play.
- According to Andrew Cecil Bradley, a noted 20th century Shakespeare scholar, a Shakespearean tragedy "*is essentially a tale of suffering and calamity conducting to death.*" (Usually the hero has to face death in the end.)



Hamartia:

- Hamartia is the Greek word for “sin” or “error”, which derives from the verb *hamatanein*, meaning “to err” or “to miss the mark”.
- In other words, hamartia refers to the hero's tragic flaw. It is another absolutely critical element of a Shakespearean tragedy. Every hero falls due to some flaw in his or her character.
- As a result of the fatal flaw, the hero falls from a high position, which usually leads to his/her unavoidable death.



Tragic Waste:

- In Shakespearean tragedies, the hero usually dies along with his opponent.
- The death of a hero is not an ordinary death; it encompasses the loss of an exceptionally intellectual, honest, intelligent, noble, and virtuous person.
- In a tragedy, when good is destroyed along with evil, the loss is known as a "tragic waste."
- Shakespearean tragedy always includes a tragic waste of goodness.

External Conflict:

- External conflict plays a vital role in the tragedies of Shakespeare.
- External conflict causes internal conflict in the mind of the tragic hero.
- Every tragic hero in a Shakespearean play is confronted with external conflicts that must be addressed.



Internal Conflict:

- Internal conflict is one of the most essential elements in a Shakespearean tragedy.
- It refers to the confusion in the mind of the hero. Internal conflict is responsible for the hero's fall, along with fate or destiny.
- The tragic hero always faces a critical dilemma. Often, he cannot make a decision, which results in his ultimate failure.

The Setting:



It is generally believed that the play is based on a real Italian love story from the 3rd Century. The play is set in **Verona**, Italy.

Shakespeare wrote his version in 1594.

Love:

- Love and relationships were not “conducted” in the way that we expect today.
- Marriages were arranged by parents. Young people did not always have the freedom to choose who they would spend their life with and have children with.
- Marriage was often a political or financial transaction, to secure and retain wealth.
- Young, single people were chaperoned (accompanied and watched) at all times.
- Marriage also happened at a much younger age – as young as 12 (for girls) was seen as acceptable!
- *Romeo and Juliet* centres on the developing relationship of Romeo and Juliet and how it impacts other characters and relationships.
- Even though Shakespeare's play is about a pair of 'star-crossed lovers', Shakespeare also wanted to examine the other types of love (family, friends) and how love can sometimes consume us, in a positive and negative way.
- Look out for romantic love, platonic love, unrequited love and familial love in the play.

Conflict:

- Shakespeare presents the theme of conflict through two warring families: the Montagues and the Capulets.
- The two families hate each other, and this hatred impacts the family members and the citizens of Verona.
- Their battles often result in death.
- Shakespeare also presents the theme of conflict within families and individuals. Where conflict is presented, it is often a struggle for power and control.



Family: (Use page 4 to learn about the two families)

- Many Shakespeare plays show conflict between parents and children.
- The father was the undisputed head of the household.
- Women had few rights and little authority in law. They could not own property or money, but could influence their husbands.
- Children were regarded as ‘property’ – and could be promised in marriage to a suitable partner. Marriage was often a political or financial transaction, to secure and retain wealth.
- In high society, children were often raised by a ‘wet nurse’ and did not have a strong bond with parents.

Religion:

- *Romeo and Juliet* was set during a time of religious and political turmoil.
- Europe was a traditionally Catholic society with a strong belief in damnation (going to hell) for mortal sin. Suicide and bigamy (marrying more than one person) were both considered to be mortal sins.
- Friars, based on the word fraire for brother, were religious people who arose in the medieval era.
- A friar travelled to preach, educate the people, and treat the sick.



Key Terminology

	Term	Definition
1	Aside	Something a character says that is meant to be heard by the audience but unheard by the other characters in the play.
2	Banishment	The act of sending someone away from a country or place as an official punishment.
3	Dialogue	A conversation between two or more people in a book, play, or film.
4	Dominant	Most important, powerful or influential.
5	Downfall	A loss of power, respect, or status.
6	Duel	A contest with deadly weapons arranged between two people in order to settle a point of honour.
7	Fate	Something that is meant to be.
8	Feud	A long and bitter argument, falling out or dispute.
9	Forbidden	Not allowed; banned.
10	Honourable	Bringing high respect or worthiness to something or someone.
11	Monologue	A long speech by one actor in a play or film, directed to a specific audience.
12	Patriarchal	A system of society or government in which the father or eldest male is head of the family.
13	Pivotal	Of high importance. A pivotal scene in the play which affects the outcome of the plot; a turning point.
14	Prologue	The preface or introduction to a literary work, or a speech often in verse addressed to the audience by an actor at the beginning of a play.
15	Soliloquy	A character speaking their thoughts aloud on stage; the audience can also hear those thoughts and feelings.
16	Spontaneous	Something that is done without thought or planning; happens suddenly.
17	Subservient	Prepared to obey others and be absolutely loyal to them.
18	Suit	The process of trying to win a woman's affection with a view to marriage.
19	Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.
20	Unrequited	A feeling, especially love, which is not returned.

Additional Terminology

	Term	Definition
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Example analytical writing

How does Shakespeare present Romeo in *Romeo and Juliet*?

Shakespeare presents Romeo's feelings towards Juliet as an all-encompassing, blinding love, but a love that is fickle and fleeting and that causes only death and violence to all who come near them.

Romeo believes that "Juliet is the sun" and continues to use the semantic field of light with words such as "twinkle" and "the fairest stars". This shows how Romeo becomes completely oblivious to all the problems as he believes that his love will conquer all. The light also gives Romeo and Juliet's love a heavenly quality as he describes her like an angel. The idea of their love being angelic is also further presented in adaptations such as Baz Luhrmann's adaptation where Juliet is depicted wearing angel wings. This makes her seem untouchable by corruption and violence only for the audience to be jarringly brought back to reality by her eventual death. By describing her this way, Romeo places her and his love on a pedestal which, while it may on the surface seem like him treasuring something that he sees as more precious than everything else, it also implies a more sinister interpretation – where by placing his love on this pedestal, his idea of it becomes unattainable, suggesting that he is doomed to chase after his unrealistic ideals of love forever. Romeo however is blind to this as he sees his love to Juliet as beautiful and perfect like "the fairest stars" when in reality, up-close, "stars" are cold, unemotional balls of gas and he is blind to this because of his need to romanticise his feelings. The audience then pities Romeo as they are fully aware from the prologue that his love is in the end, unattainable and yet he continues to reach for it throughout the play, demonstrating the blinding all-encompassing love that he feels for Juliet.

In the rest of the play, it is made clear that Romeo's feelings are often changeable in a second and that his love for Juliet is no different. In Act One – the very same act he declares his love for Juliet – he describes Rosaline using the sun. This is the very same metaphor that he then uses for Juliet when picturing her as "the all-seeing sun" which just goes to show the shallow nature of his love as it cannot be based on any truly meaningful connection when his feelings change so quickly. Romeo is shown throughout the play to be a very self-centred character – for example when he refuses any advice from the Friar on the grounds that he doesn't think the Friar could possibly understand his feelings: "thou canst not speak of that thou dost not feel". Similarly, in the adaptation by Dominic Dromgoole, Romeo ends up crying on the floor after killing Tybalt – once again making the situation about him instead of confronting his actions. This self-centred, narcissistic attitude is clearly extended to his love for Juliet as well as it is implied that he loves the idea of being in love rather than the reality as the Friar points out of the men's love lies not in the hearts but "their eyes". This has the potential to make the audience then somewhat satisfied when the consequences of his actions do catch up to him as the fickle and fleeting nature of Romeo's love to Juliet is clearly shown through the events it caused.

The love that Romeo feels for Juliet in the play is also shown to cause only death and violence to those around them, and eventually themselves. Juliet, on the verge of suicide, describes her weapon as a "happy dagger", along with declarations of "O loving hate!" which serves to show how Romeo's love for her has tricked her into believing that the violence is necessary to prove their love. The use of the oxymorons comes as a startling juxtaposition to audience as it is made clear to them how twisted and intertwined Romeo's love has become with violence. Romeo also claims that Juliet's "beauty hath made [him] effeminate" where the subtle accusatory tone demonstrates how the violence was always present – his love had just acted as a disguise, making it seem as though it was all a necessary act of love. His revelation also shows how his love has only increased the intensity of the violence as instead of turning away at this point, he ends up only furthering the violence in the play on his quest for love until it ultimately leads to their deaths. This leads the audience to question the nature of their love and whether it is truly as pure as they believe or whether there is underlying toxicity and insinuation of violence. This violence and death that is so closely linked to Romeo and Juliet's actions demonstrates the violent consequences that Romeo's love for Juliet brings.

KS3 READING MARK SCHEME [Y7, 8, 9]

Success Criteria	Nothing to reward (0 marks)	(1 mark)	(2 marks)	(3 marks)
1 – Task and Big Ideas	<i>Not evidenced</i>	Some relevance to big ideas and task. Simple approach to task and discussion.	Clear, relevant and supported approach to task and big ideas.	Thoughtful, developed approach to task and big ideas. Engages fully with the task.
2 – Quotations and references	<i>Not evidenced</i>	Some quotations and/or references used but will be limited.	Relevant, clear quotations that are embedded into sentences.	Fully embedded, judicious quotations and consistent references with more than one explored per paragraph.
3 – Subject Terminology and writers' methods	<i>Not evidenced</i>	Identification of some methods used by the writer with some possible use of subject terminology.	Subject terminology is used to explore a range of writers' methods.	Sophisticated and ambitious use of subject terminology to explore writers' methods. Consideration of language, structure and form.
4 – Zoom on key words + discuss effect	<i>Not evidenced</i>	Some exploration and discussion exploring single words.	Clear exploration and discussion considering the connotations of single words.	Perceptive and insightful exploration linked clearly to the big ideas.
5 – Analysis of writer's purpose/ intentions	<i>Not evidenced</i>	Some understanding although often explains rather than analyses. Simple comment on writer's intentions.	Clear understanding and analysis shown. Clear and relevant ideas and comments on writer's intentions.	Developed interpretation of the text. A considered and exploratory approach where layers of meaning and links between context and text are consistent.
6 – Focus on the question	<i>Not evidenced</i>	Little focus on the argument throughout – tends to drift off topic at times.	Some clear focus on the argument throughout – although this is not sustained and can lose focus at times.	Consistent focus on the argument throughout – clearly addresses the question.

Example analytical writing: the reading mark scheme

Homework Task 1 – Use the key information on pages 5, 6, 7 and 8

	Write your answer in the box below each question.	✔ ✘
1	Who wrote <i>Romeo and Juliet</i> ?	
2	In today's theatre and literature, what is a tragedy?	
3	Name two features of a tragic hero.	
4	In a tragedy, what is it known as when good is destroyed along with evil?	
5	What does the tragic hero always face in a tragedy?	
6	<i>Romeo and Juliet</i> is set in Italy, but in which city?	
7	Who were marriages arranged by in the 16 th and 17 th Centuries?	
8	Who were children typically raised by?	
9	What are the names of the two families who hate each other?	
10	What was the role of a friar?	
TOTAL		

Wider reading 2: Shakespeare's Life and Times

<https://www.rsc.org.uk/shakespeares-life-and-times/>

- 1 Who was William Shakespeare? What family did he have? What was life like in Stratford-upon-Avon and London when he was alive?
- 2



Shakespeare before Sir Thomas Lucy in the hall of Charlecote. Oil on canvas by Thomas Brooks, 1857.

Shakespeare's early life

Very little is known for certain about William Shakespeare. What we do know about his life comes from registrar records, court records, wills, marriage certificates and his tombstone in Holy Trinity Church, Stratford-upon-Avon.

William Shakespeare was baptised on 26 April 1564 at Holy Trinity in Stratford-upon-Avon. We don't know his actual birth date, but it would have been a few days earlier - traditionally baptisms were celebrated within three days of birth, and so his birthday is celebrated on 23 April, St George's Day.

William almost certainly went to one of Stratford's 'petty' or junior schools where he would have learnt his letters with the help of a hornbook. From the age of seven or thereabouts, he would have progressed to the King's New School where the emphasis would have been on Latin, it still being the international language of Europe in the 1500s. Shakespeare probably left school at the age of 14 or 15.

Shakespeare's plays reveal a detailed knowledge of the curriculum taught in such schools which were geared to teaching pupils Latin, both spoken and written. The classical writers studied in the classroom influenced Shakespeare's plays and poetry; for example, some of his ideas for plots and characters came from Ovid's tales, the plays of Terence and Plautus, and Roman history.

It is not known what Shakespeare did when he left school, probably at the age of 14, as was usual.

Shakespeare's family

Shakespeare, his parents and his children were all born in Stratford-upon-Avon.

Shakespeare's parents

William's father, **John Shakespeare**, was an affluent glove maker, tanner and wool dealer who owned property in Stratford. For a number of years he played a prominent role in the municipal life of the town. He served on the town council and was elected bailiff (mayor). In 1556 John bought the main part of the house in Henley Street which is now known as the 'Birthplace' and their family, including William, grew up there. Around 1576 John Shakespeare was beset by severe financial difficulties and he was forced to mortgage his wife's inheritance. John's principal business was that of a glover, but he also traded as a wool and corn merchant, and he is recorded in 1570 as being involved in money-lending.

William's mother, **Mary Arden**, was the daughter of a prosperous farmer, Robert Arden, who had left her some land in Wilmcote, near Stratford. John and Mary Shakespeare had eight children: four daughters, of whom only one (**Joan**) survived childhood and four boys, of which William was the eldest.

Shakespeare's wife and children

In 1582, when he was 18, Shakespeare married **Anne Hathaway**, the 26-year-old daughter of a well-to-do farmer, Richard Hathaway of Hewlands Farm in nearby Shrottery. Their first child, **Susanna**, was born in May 1583. Twins, **Hamnet** and **Judith**, were christened in February 1585. Anne's home, now known as Anne Hathaway's Cottage, still stands in the village of Shrottery.

Shakespeare's only son, Hamnet, died in 1596, age 11. His elder daughter, Susanna, married a doctor, John Hall in Stratford in 1607. Their only child, a daughter, Elizabeth, was born in 1608, the year in which Shakespeare's mother died. Judith Shakespeare, his younger daughter, married a vintner, Thomas Quiney in 1616. They had three sons: Shakespeare Quiney, who died in infancy; Richard (1618-1639) and Thomas (1620-1639).

Shakespeare's widow, Anne, died in 1623 and was buried beside him. Shakespeare's family line came to an end with the death of his granddaughter Elizabeth in 1670.

Shakespeare's adult life

From 1585 until 1592, very little is known about Shakespeare. These are generally referred to as 'The Lost Years'. But by 1592 we know that he was in London where he was singled out by a rival dramatist, Robert Greene in his bitter deathbed pamphlet, *A Groats-worth of Witte*.

Writing and Acting

Plague broke out in London in 1593, forcing the theatres to close. Shakespeare turned to writing poetry. In 1593 Shakespeare published an erotic poem, *Venus and Adonis*, dedicated to Henry Wriothesley, Third Earl of Southampton, a young courtier and favourite of Queen Elizabeth.

Shakespeare's earliest plays included *Henry VI Parts I, II & III*, *The Two Gentlemen of Verona*, and *Titus Andronicus*. The sonnets were also written about this time, though they were not published until 1609. In 1594, Shakespeare became a founding member, actor, playwright and shareholder of the Lord Chamberlain's Men. Richard Burbage was the company's leading actor. He played roles such as Richard III, Hamlet, Othello and Lear. Under James VI/I, the company was renamed The King's Men. They performed at court more often than any other company.

Drama in Shakespeare's Stratford

In Shakespeare's youth, Stratford was often visited by travelling troupes of professional actors. These players probably sparked his interest in the stage, and he may have entered the London theatre world through contacts made with them in Stratford.

We don't know when or why Shakespeare left Stratford for London, or what he was doing before becoming a professional actor and dramatist in the capital. There are various traditions and stories about the so-called 'lost years' between 1585 and 1592, a period for which there is virtually no evidence concerning his life.

Wealth

Whereas John Shakespeare had lost a fortune, his son managed to amass great wealth in his lifetime. In 1597, he bought New Place, one of the largest properties in Stratford. In 1598, he is listed as a resident of Chapel Street ward, in which New Place was situated. In 1601, when his father died, he may also, as the eldest son, have inherited the two houses in Henley Street.

In 1602 Shakespeare paid £320 in cash to William Combe and his nephew John for roughly 107 acres of land in Old Stratford.

He also bought a cottage and more land in Chapel Lane. In 1605, for £440, Shakespeare bought a half-interest in a lease of many tithes which brought him an annual interest of £60. When he died in 1616, he was a man of substantial wealth.

Last Years

Sometime after 1611, Shakespeare retired to Stratford. On 25 March 1616, Shakespeare revised and signed his will. On 23 April, his presumed birthday, he died, aged 52. On 25 April, he was buried at Holy Trinity Church in Stratford.

In 1623, seven years after Shakespeare's death, John Heminge and Henry Condell (two actors from The King's Company) had Shakespeare's plays published by William Jaggard and his son, Isaac. This first folio contained 36 plays and sold for £1.

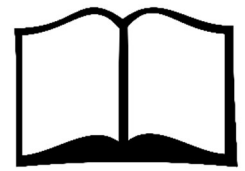
Homework Task – Use the Wider Reading on pages 15, 16 and 17

	Write your answer in the box below each question.	✓✗
1	At approximately what age did Shakespeare leave school?	
2	When Shakespeare was 18, who did he marry?	
3	How many children did Shakespeare have in total?	
4	How did Shakespeare's family line come to an end?	
5	What forced the theatres to close in 1593?	
6	What was the name of the company Shakespeare founded?	
7	Who was the company's leading actor?	
8	In Shakespeare's youth, who often visited Shakespeare? They are thought to have sparked his interest in theatre.	
9	How do you know that Shakespeare had a lot of money?	
10	What happened seven years after Shakespeare's death?	
TOTAL		

Homework Task 3 – Use your knowledge from your lessons

	Write your answer in the box below each question.	✓ ✗
1	Is Juliet a Montague or a Capulet?	
2	Who is the only person to recognise Romeo at the Capulet ball?	
3	What is a soliloquy?	
4	Who is Romeo in love with at the beginning of the play?	
5	What is a brawl?	
6	Name a fact about Friar Laurence.	
7	What is dramatic irony?	
8	Which two characters die in the fight in Act 3: Scene 1?	
9	Which other male character also wants to marry Juliet?	
10	After the fight Romeo is banished to Mantua. What does this mean?	
TOTAL		

Wider reading list



Fictional books about love and relationships

- ***Artichoke Hearts*** by Sita Brahmachari – A spectacular coming of age story where different cultures collide and combine. Through evocative and lyrical prose, the reader will see Mira’s unlikely friendship with Jide, learn of tightly guarded secrets, and empathise with Mira’s awakening despite a difficult home life.
- ***Watership Down*** by Richard Adams – Fiver has a sixth sense for danger and he persuades Hazel to lead a group of rabbits to escape certain disaster and search for a new home.
- ***Some Places More Than Others*** by Renee Watson – Almost 12-year-old Amara desperately wants to visit family in New York and find out more about her father’s roots. But when she finally gets there, the family relationships and situations are far from her idealised expectations.
- ***Across the Barricades*** by Joan Lingard – Kevin and Sade live in Belfast, and the two of them being seen together isn’t an option.
- ***The Indian in the Cupboard*** by Lynne Reid Banks – Omri is disappointed with his birthday present – a little red plastic Indian figure – until it comes alive and becomes a real person.
- ***Cue for Treason*** by Geoffrey Trease – Two young runaways become actors in London, where they meet William Shakespeare. They then help to foil a plot to kill the Queen.
- ***Journey to the River Sea*** by Eva Ibbotson – It is 1910 and Maia, tragically orphaned at thirteen, has been sent from England to start a new life with distant relatives in Manaus, hundreds of miles up the Amazon. She is accompanied by an eccentric and mysterious governess who has secret reasons of her own for making the journey.
- ***Flyaway*** by Lucy Christopher – Whilst visiting her father in hospital, 13-year-old Isla meets Harry, the first boy to understand her and her love of the outdoors. But Harry is ill and, as his health fails, Isla is determined to help him. Together, they watch a lone swan struggling to fly on the lake outside Harry’s window. Isla believes that if she can help the swan, she can help Harry. And in doing so, she embarks upon a magical journey of her own.
- ***Beauty*** by Robin Mckinley – When the family business collapses, Beauty and her two sisters are forced to leave the city and begin a new life in the countryside. However, when their father accepts hospitality from the elusive and magical Beast, he is forced to make a promise to send one daughter to the Beast’s castle, with no guarantee that she will be seen again. Beauty accepts the challenge, and there begins an extraordinary story of magic and love that overcomes all boundaries.
- ***Running Wild*** by Michael Morpurgo – For Will and his mother going into Indonesia is not just a holiday. It is a chance to put things behind them; things like the death of Will’s father. It seems to be just what they both needed. But, when Will is riding Oona the elephant on the beach, a tsunami comes crashing in and Oona begins to run. When the tsunami has gone, Oona just keeps on running. With nothing to sustain him but a bottle of water, Will must learn to survive deep in the jungle.
- ***Turtle Boy*** by M Evan Wolkenstein – Meet Will Levine. Here are three things Will loves: turtles, the nature reserve behind the school, being left alone. And one thing Will really hates: his nickname. Kids at school call Will ‘Turtle Boy’ because of his funny-looking chin. But when Will meets RJ, he learns not everyone is his enemy.
- ***Well, That Was Awkward*** by Rachel Vail – Gracie and Sienna have been best friends for a long time. So, when Gracie’s giant crush, AJ, starts crushing on Sienna, Gracie refuses to admit she is heartbroken. She tries to hold it together and be the best friend sidekick, but it’s not easy.
- ***The Next Great Jane*** by K.L. Going – Jane wants to become a famous writer like Jane Austen and thinks that befriending a bestselling author (and her annoying son) will help. But when her mum tries to claim custody and move her back to California, Jane embarks on a mission to find her dad a suitable partner.



Step 1: Log on the Computer

Username will be your school username: Example: 23CRobinson

Enter your password (you created this in your IT/Computing lesson)

If you have not had a computing lesson

Password: **dustonp456** OR **Duston1234** (these are default passwords if you have not had an IT/Computing lesson.

Create a new password (this step is for students who have NOT had IT lessons)

Your password must include: 8 letters, 1 capital letter, 1 number and 1 special character. Don't forget to write down your new password!

Step 2: Search the Renaissance website

In the search box on the desktop type: TDS

Click on the link that says: TDS Accelerated Reader

Step 3: Log into the Renaissance website

Enter the username and password that your teacher has provided to you

Step 4: The Star Reading Test

Click on the blue icon that says Star Reading and begin the reading test.