

Romeo and Juliet Act V, Scene 1-3

Essential Question:

Are we in charge of our destiny? (Fate vs. Free Will)

Journal: Is love worth dying for?

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Act V Scenes 1-2 Summary

Scene 1:

- In exile in Mantua, Romeo wakes up feeling good. He has just had a dream in which Juliet found him dead, but then kissed him back to life.
- That sound you just heard was the anvil of foreshadowing.
- Romeo's servant Balthasar (ironically the name of a wise man in the New Testament) arrives with the news from Verona. There's no good way to say this: Juliet's dead.
- Um, is there any message from Friar Laurence?
- Nope.
- Romeo immediately decides that the only thing he can do is go to Juliet's grave and commit suicide there. He knows a poor apothecary who sells illegal drugs, including poisons.
- ("Apothecaries" are basically pharmacists—they sell medicine, some of it prescription and some not.)
- He goes to said "poor apothecary," whose sunken cheeks and hollow looking eyes suggest that he is starving to death, and Romeo convinces him to sell him a dram of poison (even though selling poison is illegal), since, you know, the guy is starving and really needs the money.
- Then Romeo heads for Verona.

Scene 2:

- Why didn't Romeo get the message Friar Laurence sent him? Because Friar Laurence sent the letter with his friend, Friar John, who was delayed due to an unfortunate mix-up. (Someone accidentally thought he had the plague).
- Next time, don't use up all your minutes, Friar!
- Friar John comes back without having delivered the letter, and Friar Laurence is getting a baaaaaad feeling about this.
- Friar Laurence goes off to the tomb thinking he'll have to wake Juliet alone.

Scene 3:

Questions:

Summarize what happens at the tomb.

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As a result of the deaths, what do Capulet, Montague, and the Prince say they will do?

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Draw some conclusions by answering the following questions:

Which details best show Romeo's mindset, and what is it?

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Which other of Romeo's expressions does this speech remind you of? Taken together, which theme(s) does Romeo's language point to?

What techniques has Shakespeare used to achieve this purpose and influence his reader's interpretations?

-Exit Slip: Write a brief newspaper obituary for *The Verona Times* for Romeo and/or Juliet. Choose a title, such as "True love worth dying for" or "True love NOT worth dying for".

Questions to consider:

- Who were Romeo and Juliet? (Think about which families they came from, their social status, etc.)
- How would you describe their personalities? (Think about their mental states at the beginning, middle, and end of the play.)
- How would you describe their relationship? Full of adversities, a debacle, ominous from the start? Use examples from the text to support your thinking.

Close the obituary by mentioning which family members they are leaving behind and how their deaths will affect society. Was their love worth dying for?

### Act V - Shakespeare vs. Lührman

Shakespeare's intention/purpose for Act V:

Who or What caused the tragedy of Romeo and Juliet's death?

5.1	5.2	5.3
Romeo: "Then I defy you, stars!"	Mix-up with the Friar's letter	"[S]ee what a scourge is laid upon your hate..."

Luhrman compared to Shakespeare

**Light/Color:** Directors alter color or use light to emphasize meaning. Shadow/darkness □ suggest wrongdoing; light □ goodness/purity

**Sound:** Directors use music or sound to communicate a feeling and emphasize meaning. Harsh sounds □ danger/discomfort; light/soft sounds □ love/kindness/dreaminess

**Symbols:** Directors intentionally use objects or personal belongings to communicate symbolic meaning.

<b>Act and Scene</b>	<b>Our study of Shakespeare</b>	<b>Baz Lurhmann's choices: How is the film different? How are sound and symbol used?</b>	<b>Does Luhrmann worsen, match, or improve Shakespeare's intention? How? Why?</b>
5.1-2 (1:32.28— 1:36.50)			
5.3 (1:41.45 to 1:48.38)			

**At the end of the film, what factors does Luhrmann emphasize as reasons for Romeo and Juliet's death?**

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**-Exit slip:** Return to Anticipation Guide. Re-rate statements. Rank the top two statements in terms of their influence on the play. Justify your ranking based on your knowledge of the play.