

teacher resource guide

**schooltime  
performance  
series**



**romeo  
& juliet**

**arts  
education  
njpac**



## about the performance

The Acting Company presents William Shakespeare's timeless tragedy *Romeo & Juliet*. This national touring production was directed by Leah C. Gardiner and it features a company of 11 actors.

The gripping drama spun out of the ancient grudge between two families makes *Romeo & Juliet* as relevant to modern society as it was to audiences four centuries ago. The star-crossed lovers follow their passion to the ultimate tragic end. In *Romeo & Juliet*, Shakespeare offers some of the most glorious poetry

ever written, spoken by complex and memorable characters, establishing the standard for all love stories written since. With gorgeous costumes and music, The Acting Company's fresh production breathes new life into this enduring tale.

The Acting Company was founded in 1972 by John Houseman and Margot Harley with members of the first graduating class of Juilliard's Drama Division. Since then, The Acting Company has presented 148 productions for over 4 million people across the world.

## njpac on the mic podcast

### *Romeo & Juliet*



Scan the QR code to access the NJPAC on the Mic Podcast & show notes

**How to listen to this episode of NJPAC On the Mic**  
Scan the QR code above or visit: [njpac.org/education-program/the-acting-company-romeo-juliet-resources](https://njpac.org/education-program/the-acting-company-romeo-juliet-resources) to access the podcast and the following show notes:

**Part 1: About** | Pre-show audio, 7 minutes

**Includes:** An introduction to the performance, artists & venue, welcome message

**Written and hosted by** Dania Ramos

**Additional content written by** The Acting Company

**Sound editing and design by** Michael Aquino

**Theme and outro music by** Slim Beats from NJPAC Hip Hop Arts and Culture Program

**Additional music and voiceover by** Michael Aquino

**Welcome message voiced by** Leah C. Gardiner

**Part 2: Connect** | Post-show audio, 9 minutes

**Includes:** Reflection questions, a look at modern adaptations of *Romeo & Juliet*, brief selection of vocabulary words

**Written and hosted by** Dania Ramos

**Sound editing and design by** Michael Aquino

**Theme and outro music by** Slim Beats from NJPAC Hip Hop Arts and Culture Program

**Additional music by** Michael Aquino

**Share-out prompt voiced by** Leah C. Gardiner

**Part 3: Spotlight** | Post-show audio, 16 minutes

**Includes:** An exclusive interview with the director of the production, discussion starters

**Written and hosted by** Dania Ramos

**NJPAC staff member interviewed:** Leah C. Gardiner

**Sound editing and design by** Michael Aquino

**Theme and outro music by** Slim Beats from NJPAC Hip Hop Arts and Culture Program

### About NJPAC On the Mic

NJPAC On the Mic is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC's 2022-2023 SchoolTime performances. On the Mic offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

# inspired ideas in the classroom

## Teacher Focus

## Student Activity

## NJ Student Learning Standards

P

**Prepare for the performance**

What is the plot of *Romeo & Juliet*? Define tragedy and comedy as theatrical categories. Introduce the play by using [this video](#). Inform students that *Romeo & Juliet* is a classic Shakespearean play and exemplifies what a tragedy is. Discuss the differences and similarities between tragedy and comedy, and complete **Activity 1**.

Watch the introductory video of *Romeo & Juliet*. What are the plot points of *Romeo & Juliet*? Why is it considered a tragedy? Complete **Activity 1** to categorize other Shakespearean plays as a tragedy or comedy.

English Language Arts  
NJLSA.R9

E

**Experience the performance**

Define the term prologue. Inform students that the prologue of *Romeo & Juliet* is unique because it outlines the plot points of the play before it even begins.

Pay special attention to the prologue of the play and how it relates to the plot points as they occur. What makes this prologue unique?

English Language Arts  
RL.9-10.5.

R

**Reflect, respond and read**

Read the [prologue](#) aloud while students follow and review its summative nature. Provide a [translation](#) for students to reference.

Read the prologue of the play and its translation and consider how it tells the plot before the action has even begun.

English Language Arts  
NJLSA.R4.  
NJLSA.R5.  
Visual & Performing Arts  
Anchor Standard 1  
Anchor Standard 8

F

**Focus**

Discuss the elements of plot structure (exposition, conflict, rising action, climax, falling action, resolution) and identify where each plot point occurs within the prologue. Lead a discussion surrounding how each element is essential to creating a full story.

Annotate your handout to identify the elements of plot within the prologue. Imagine if one or more elements were missing! Would the story still make sense?

English Language Arts  
RL.9-10.5.  
RL.9-10.10.  
Visual & Performing Arts  
Anchor Standard 1  
Anchor Standard 7

O

**Originate**

Define the term dramatist or playwright and inform students that they will be creating a prologue of their own that summarizes the plot of a story. The story can be existing and familiar to students (i.e. a movie, play, book, etc.) or can be original. For students creating original stories, invite them to adapt a theme from *Romeo & Juliet* (love, death, loyalty, etc.) as the foundation for their story. Review **Activity Sheet 2** together. If time allows, create a prologue based on a fairytale story as a class to serve as an example.

You can be a dramatist and create your own prologue that outlines plot points just like the one in *Romeo & Juliet*! Consider other familiar stories from books, movies, or even a fairytale. Or create an original story plot using your imagination. Once you've chosen or created a story, write a prologue that outlines the plot points and summarizes your story. Just like in *Romeo & Juliet*, your prologue will share the story before the action in the play even begins.

English Language Arts  
W.9-10.3.  
L.9-10.6.  
Visual & Performing Arts  
Anchor Standard 2  
NJ SEL Competencies  
Self-Awareness

R

**Rehearse**

Employ a peer review process once first drafts are completed. After students complete revisions based on peer feedback, allow them to perform for the class. Review aspects of public speaking/acting technique (eye contact, diction, projection, etc.). Encourage students to memorize their prologues for a more effective performance.

Share your first draft with a peer or peers. Consider their feedback and make revisions to your prologue. Provide constructive feedback on their first drafts. Practice your prologue independently while thinking about elements of good public speaking and acting. After you've made your revisions and practiced, perform the prologue in front of your class.

English Language Arts  
NJLSA.W5.  
Visual & Performing Arts  
Anchor Standard 3  
NJ SEL Competencies  
Self-Management  
Relationship Skills

M

**Make magic**

Create an opportunity for a final performance of students' prologues. This could be a live event, in correlation with an existing event, a recorded video compilation or any other idea that fits your circumstances. Distinguish the final performance as a special time for each student to be recognized for their hard work. Conduct a reflection activity after the final performance, allowing students to evaluate the process of creating and performing their prologues.

It's your time to hit the stage, just like the actors you saw in *Romeo & Juliet*! Consider the process you've followed to create and rehearse your prologue. If you could repeat the process, what would you do differently? How have you grown as a dramatist and performer through this experience?

English Language Arts  
NJLSA.SL6.  
Visual & Performing Arts  
Anchor Standard 6  
NJ SEL Competencies  
Self-Awareness  
Self-Management

# curriculum standards

## National Core Arts Anchor Standards

- 1: Generate and conceptualize artistic ideas and work.
- 2: Organize and Develop Ideas
- 3: Refine and complete artistic work.
- 6: Convey meaning through the presentation of artistic work.
- 7: Perceive and analyze artistic work.
- 8: Interpret intent and meaning in artistic work.

# common core state standards

## English Language Arts

### L.9-10.6.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### NJLSA.R4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### NJLSA.R5.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### NJLSA.SL6.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### NJLSA.R9.

Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### RL.9-10.5.

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension or surprise).

## FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS

[corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)

NATIONAL SOCIAL STUDIES STANDARDS

[socialstudies.org/standards](http://socialstudies.org/standards)

NATIONAL CORE ARTS ANCHOR STANDARDS

[nationalartsstandards.org](http://nationalartsstandards.org)

### RL.9-10.10.

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### NJLSA.W5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### NJLSA.W.9-10.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

## NJ SEL Competencies

### Self-Awareness

Recognize one's personal traits, strengths, and limitations.

### Self-Management

Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

### Relationship Skills

Utilize positive communication and social skills to interact effectively with others.

# vocabulary

## Adaption

The process of changing an artistic work to be presented in a new way.

## Classic

A work of art with recognized and established value.

## Comedy

A dramatic play with an amusing, light tone and a happy ending in which characters experience a change for the better.

## Dramatist

A person who writes play scripts; also called a playwright.

## Exposition

The part of a play or work of fiction in which the background and the main conflict is introduced.

## Iambic Pentameter

A style of poetry, which refers to a certain number of syllables in a line and the emphasis placed on the syllables. While he did not invent it, William Shakespeare frequently used iambic pentameter in his plays and sonnets.

## Plot

The main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence.

## Prologue

A preface or introduction to a literary work. In a dramatic work, the term describes a speech, often in verse, addressed to the audience by one or more of the actors at the opening of a play.

## Prose

Text written in common or everyday language.

## Tragedy

A dramatic play with tragic events that show the downfall of one or more main characters.

## Verse

Text written as poetry, often containing a rhythm and/or rhyme.

# resources

## Websites

The Folger Shakespeare/Folger Shakespeare Library: *Romeo & Juliet* prologue  
[shakespeare.folger.edu/shakespeares-works/romeo-and-juliet/prologue](http://shakespeare.folger.edu/shakespeares-works/romeo-and-juliet/prologue)

LitCharts: *Romeo & Juliet* prologue translation  
[litcharts.com/shakescleare/shakespeare-translations/romeo-and-juliet/prologue](http://litcharts.com/shakescleare/shakespeare-translations/romeo-and-juliet/prologue)

The Acting Company  
[theactingcompany.org](http://theactingcompany.org)

*Romeo & Juliet*  
<https://theactingcompany.org/national-tour>

Royal Shakespeare Company: Shakespeare Learning Zone  
[rsc.org.uk/shakespeare-learning-zone](http://rsc.org.uk/shakespeare-learning-zone)

PBS Learning Media: Shakespeare Uncovered: *Romeo & Juliet*  
[why.pbslearningmedia.org/collection/shakespeare-uncovered/t/romeo-and-juliet/](http://why.pbslearningmedia.org/collection/shakespeare-uncovered/t/romeo-and-juliet/)

Shakespeare Birthplace Trust  
[shakespeare.org.uk](http://shakespeare.org.uk)

*Romeo & Juliet* Prologue video and script:  
[stratfordfestival.ca/Learn/Teachers/TeachingResources/PerformancePlus/RomeoAndJuliet](http://stratfordfestival.ca/Learn/Teachers/TeachingResources/PerformancePlus/RomeoAndJuliet)

Theatre Folk Shakespeare's Words: Iambic Pentameter  
[theatrefolk.com/blog/shakespeares-words-iambic-pentameter/#:~:text=iambic%20pentameter%20is%20a%20style,in%20his%20plays%20and%20sonnets](http://theatrefolk.com/blog/shakespeares-words-iambic-pentameter/#:~:text=iambic%20pentameter%20is%20a%20style,in%20his%20plays%20and%20sonnets)

Romeo and Juliet NJPAC resources  
[njpac.org/arts-education/teacher-resources](http://njpac.org/arts-education/teacher-resources)

NJPAC Arts Education programs  
[njpac.org/arts-education](http://njpac.org/arts-education)

NJPAC | About NJPAC  
[njpac.org/about](http://njpac.org/about)

The Acting Company | National Tour  
[theactingcompany.org/national-tour](http://theactingcompany.org/national-tour)

WNYC | Romeo y Julieta  
[wnystudios.org/podcasts/romeo-y-julieta](http://wnystudios.org/podcasts/romeo-y-julieta)

The Public Theater | Romeo y Julieta  
[publictheater.org/productions/season/2021/romeo-y-julieta](http://publictheater.org/productions/season/2021/romeo-y-julieta)

Reuters | Shakespeare's Romeo and Juliet in Twitter twist  
[reuters.com/article/idUSTRE63B1TO20100413](http://reuters.com/article/idUSTRE63B1TO20100413)

Twitter | Such Tweet Sorrow accounts  
[twitter.com/julietcap16](https://twitter.com/julietcap16) | [twitter.com/romeo\\_mo](https://twitter.com/romeo_mo)

National Theatre | Romeo and Juliet  
[nationaltheatre.org.uk/shows/romeo-and-juliet-film](http://nationaltheatre.org.uk/shows/romeo-and-juliet-film)

Folger Shakespeare Library | Shakespeare Unlimited - Simon Godwin on Romeo & Juliet  
[folger.edu/shakespeare-unlimited/romeo-juliet-godwin](http://folger.edu/shakespeare-unlimited/romeo-juliet-godwin)

## Videos

Animated Books: Romeo & Juliet animated summary  
[youtube.com/watch?v=-coBcEJJijl](https://youtube.com/watch?v=-coBcEJJijl)

# njpac staff

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## NJPAC Arts Education performances team:

Randal Croudy, Natalie Dreyer, Rosa Hyde, Danielle Vauters. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

## the arts in your school

**In-School Residencies:** NJPAC teaching artists come right to your school — online — to teach the performing arts to your students. Our super-flexible virtual residencies are designed to meet your needs, and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

**Professional Development:** Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school, and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at [artseducation@njpac.org](mailto:artseducation@njpac.org).

Visit [njpac.org/education](http://njpac.org/education)

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+ deceased

## study the arts at njpac

**Saturday Programs:** NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

**Summer Programs:** Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.