

„Here's much to do with hate, but more with love“ Lebendiges Arbeiten mit Shakespeares „Romeo and Juliet“ (S II)

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II/B3



Das Liebespaar bei Luhrmann



... und bei Zeffirelli

Nicht selten schlägt ein Lehrender als Lehrer eine Welle von Leidenschaft und Unruhe entgegen, wenn es darum geht, ein Werk von Shakespeare zu lesen. Die Sprache ist ungewohnt, der Stil scheint überfrachtet und kitschig, die Handlung – vor allem die von „Romeo and Juliet“ – ist bekannt und ungeheimlich. Dass das auch anders geht, zeigt diese Unterrichtsreihe: Sprachliche Hilfestellungen, Rollenspiele, kreative Aufgaben und besonders die kontrastive Gegenüberstellung der Verfilmungen von Zeffirelli und Luhrmann zeigen den Schülerinnen und Schülern, dass Shakespeares Werk auch heute noch lesenswert und aktuell ist.

Klassenstufe: 12/13

Dauer: Circa 9 Doppelstunden (+ Klausur)

Bereich: Literatur, Drama, Shakespeare, Film

Materialübersicht**1. Doppelstunde: Worshipping women – The tradition of sonnet writing**

- M 1 (Tx) What is a sonnet?
 M 2 (Tx/Im) *Sonnet 15* by Edmund Spenser
 M 3 (Tx/Ab) Wanted: The author of *Sonnet 130*
 M 4 (Bd) The ideal of femininity

2. Doppelstunde: Love and hate – An introduction to the drama

- M 5 (Gd/Ab) Brainstorming *Romeo and Juliet*
 M 6 (Im/Fi) Approaching the play – The Prologue
 M 7 (Ab/Ha) Fierce fighting on the streets of Verona


3. Doppelstunde: Shakespeare's tongue

- M 8 (Wo) Thee – thou – thine ... a bold mark that
 M 9 (Ab) Fire the imagination ...
 M 10 (Ab/Bd) *Romeo and Juliet* – First impressions


4. Doppelstunde: Love is all around – *Romeo and Juliet*

- M 11 (Co) Ready to party?
 M 12 (Im) Love's burning candle
 M 13 (Im/Ha) The drama starts

5. Doppelstunde: Who is who? – Revision of Act 1

- M 14 (Im) Benvolio, Tybalt & co. – Get them out
 M 15 (Ab) Identifying represented characters
 M 16 (Ab/Ha/Fi) Shakespeare's famous balcony scene 


6. Doppelstunde: Understanding the balcony scene

- M 17 (Bd) Visualising the balcony scene
 M 18 (Im/Fi) Zeffirelli and Luhrmann's balcony scenes 
 M 19 (Ab/Bd/Im) O brave new world, why didst thou wed thee?


7. Doppelstunde: The climax – Marriage and murder

- M 20 (Ha/Im) O, I am fortune's fool 

8. Doppelstunde: The power of men

- M 21 (Im/Fi) It was the nightingale, and not the lark ... 
 M 22 (Bd) The value of a woman
 M 23 (Ha/Im) The Friar's plan

9. Doppelstunde: Disaster strikes

- M 24 (Im/Fi) All are punished 
 M 25 (Im) Can a play reveal the very truth and nature of love?



Für den Einsatz dieser Materialien wird ein DVD-Player benötigt.

Reihe 6	Verlauf	Material S 2	LEK	Kontext	Mediothek
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M 1 What is a sonnet?

What makes a sonnet a sonnet?

A **sonnet** is a short poem with fourteen lines and a strict rhyme scheme. The English sonnet is organised into three quatrains (abab/cdcd/efef) and a couplet (gg). The quatrains present a problem, or explore a thought or an experience, while the couplet solves the problem, e.g. draws a conclusion, or ironically points out a paradox, sometimes contradicting the content of the quatrains.

The sonnet's outstanding theme in the 16th century is courtly love, which is defined by a code of conduct and restricted to the aristocratic class. The sonnet often tells about an unattainable lady – due to marriage or higher social status – who is pure, virtuous, and beautiful. She would never enter into a sexual relationship with the speaker of the poem, a man who is in love with her. As a result, the lover suffers, but does not want his suffering to end. He is pursuing an ideal. His love for the lady turns into a spiritual quest for a better life. Every aspect of this love can be explored in a sonnet: unfulfilled desire, jealousy of rival lovers, and the beauty of the beloved woman.

7 **courtly love:** the concept of loving and praising someone at a distance – 9 **unattainable:** impossible to reach – 12 **quest:** search

M 2 Sonnet 15 by Edmund Spenser

Read the sonnet by Edmund Spenser. It is a typical example of this kind of poem.

<p>Ye tradeful Merchants! That with weary toil, Do seek most precious things to make your gaine, And both the Indies of their treasures spoil, What needeth you to seek so far in vain? 5 For lo! my love doth in her self contain All this world's riches that may far be found; If saphyrs, lo! her eyes are saphyrs plain; If rubies, lo! her lips be rubies sound; If pearls, her teeth the pearls are round; 10 If ivory, her forehead ivory I ween; If gold, her locks are filled with gold on ground; If silver, her hands are like silver sheen; But that which richest is, but few behold, Her mind adorn'd with virtues manifold. (Edmund Spenser, 1552–1599)</p>	<p><i>Hello Mr Simons, good afternoon, Mr Lane. I heard you are preparing to leave for faraway treasures. Well, I truly believe you should reconsider, because</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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1 **trade:** you – 2 **weary:** tiresome hard work – 3 **both the Indies:** India and the West Indies – 3 **spoil:** to take away, to plunder – 5 **lo:** look – 5 **doth:** does – 8 **to be sound:** in good condition – 10 **ween(e) (arch.):** suppose – 12 **sheen (n.):** shine – 13 **to behold:** to look at – 14 **to be adorned:** to be decorated – 14 **virtues manifold:** viele Tugenden

Tasks

- Summarise the main reasons for the merchants (Mr Simons and Mr Lane) to stay. Use modern prose.
- Describe your feelings when reading such a poem. Find reasons.

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M 3 Wanted: The author of Sonnet 130

Read another sonnet by a different author.

Tasks

1. Which sentiment towards the traditional sonnet is expressed here?
2. What could have been the author's intention?

II/B3

Sonnet 130



My mistress' eyes are nothing like the sun;
 Coral is far more red than her lips' red;
 If snow be white, why then her breasts are dun;
 5 If hairs be wires, black wires grow on her head.
 I have seen roses damask'd, red and white,
 But no such roses see I in her cheeks;
 And in some perfumes is there more delight
 Than in the breath that from my mistress reeks.
 10 I love to hear her speak, yet well I know
 That music has a far more pleasing sound;
 I grant I never saw a goddess go;
 My mistress when she walks treads on the ground.
 And yet, by heaven, I think my love as rare
 15 As any she belied with false compare.

(Written by _____)

If you put these letters in the correct order, you'll discover the author's name:

k r e s w a h r p e l i e s a m a l

4 **to be d** - a kind of golden colour – 5 **wires**: precious, golden, shiny threads – 6 **damasked**: mingled colour – 9 **to reek**: smell strongly and unpleasantly – 15 **belied**: wrongly praised

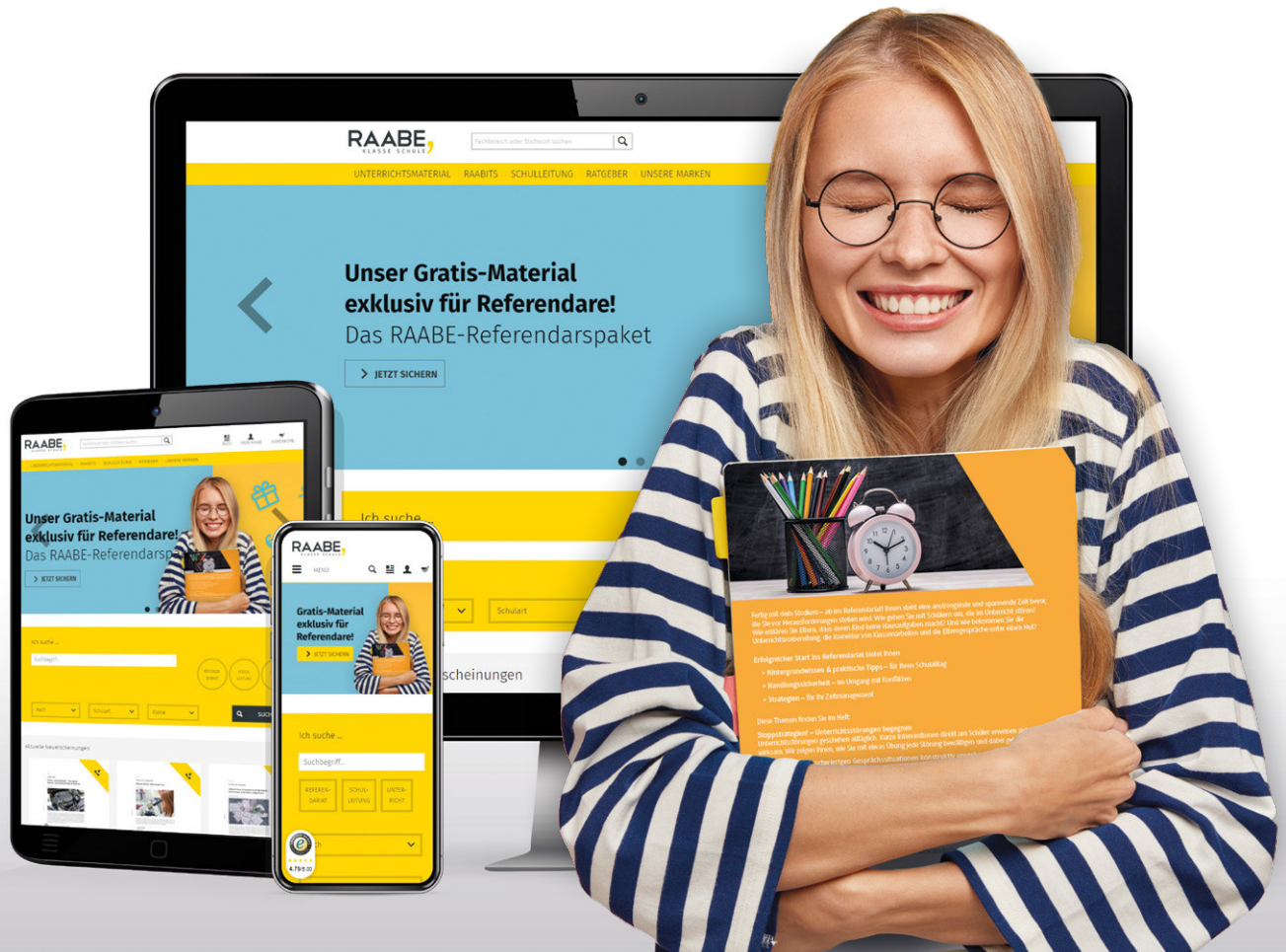
3. Make a list of the mentioned body parts and physical characteristics, their traditional corresponding similes or metaphors, and your understanding of them. Work with both the sender's poem and the poem above.

Example:

body part/physical characteristics	simile/metaphor	meaning
<i>eyes</i>	<i>sapphires; sun</i>	<i>deep blue; shiny</i>
<i>lips</i>

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