

Loss (25)

Intro: overview - In the majority of Shakespeare's works, he aims to...

Discuss - loss - across all characters

Define - stress - catalyst for change

Apply - 3,1 - Romeo - 'fire eyed fury be my conduct now'

Act one:

• Fight - Prince

• Romeo and Rosaline

• Romeo and Juliet - ♡ frees them from loss

'O brawling love, O loving hate'

'artificial night'

'an honour I dream not of'

'my life is my foe's debt' - R

'my grave is likely to be my wedding bed' - J

Act two:

• Balcony scene → 'I'll be new baptised'

'speak again bright angel'

'deny thy father, refuse thy name'

'face all myself' - J

willing to

lose family

• Friar Lawrence → 'turn your household's rancour to pure ♡'
↳ lose the 'ancient grudge'

• Nurse → 'sail, a sail'

• Marriage → 'violent delights have violent ends'

Act three:

- Loss of life - peripeteia → 'thou art a villain'
(3.1) 'love thee more than thou canst devise.'
'calm, dishonourable, vile submission.'
'plague upon both your houses.'
'fire eyed fury be my conduct now'
- Found out → 'beautiful tyrant'
(3.2) 'serpent ♡ hid with a flowering face'
'honourable villain'
- FL cell → 'thy tears are womanish'
(3.3) ↳ loss of masculinity / freedom
- Lord Capulet → 'my fingers itch'
'hang, beg, starve, die'
'you will forever be ruled by me'
'disobedient wretch'

Act four:

- Soliloquy → 'dash out my desperate brains'
(4.3) 'I drink to thee' - lost rationality
- Juliet's death → 'with my ~~jo~~ child my joys are buried'
(4.5) 'woeful woeful day'
'hateful day'

In the majority of Shakespeare's works, he aims to entertain whilst also consider societal issues, this is especially true in Romeo and Juliet. The theme of loss is very significant throughout the play, mainly in act three (the peripeteia of the play) when loss acts as a catalyst for change in Romeo which ultimately leads to the death of the 'star-crossed lovers'.

Immediately in act one, the audience learn how Romeo loses himself as he suffers from unrequited love due to Rosaline. The petrarchan lover describes love as a 'fume

indicating the destruction it has caused him but also how he now has an unclear vision of life. Audience may view Romeo as immature as he exaggerates his 'love' which in reality is seen as lust for Rosaline. In act one scene five, when Romeo and Juliet meet for the first time, the theme of loss is seen as their love frees ~~them~~ Romeo from his unrequited love. Juliet expresses how her 'grave is likely to be [her] wedding bed' which may foreshadow her death in the future.

Moving on in act two scene two, Shakespeare skilfully presents the theme of loss through Romeo and Juliet as they're willing to lose their families for the sake of their love. Romeo will be 'new baptised' for Juliet implying he will leave being a Montague. However, the verb 'baptised' could also suggest Romeo ~~was~~ losing his love for Rosaline and almost looking back at it as a sin which he now wishes to erase. Audience may feel content for the pair and their strong love but some may feel like they are irrational and immature. In a similar way, Juliet says 'take all myself' which further emphasises their impulsive natures. In act two scene three, Friar Lawrence agrees to the marriage as it may prove to 'turn [their] households rancour to pure love' which implies the loss of the 'ancient grudge'. This is significant as this loss may bring about peaceful days for Verona again.

Furthermore, Shakespeare focuses on the loss of life in act three scene one. Romeo 'love(s) [Tybalt] more than [he] canst devise' which to audience may seem like the start of the loss of violence and

conflict between the Capulets and Montagues. However, their opinions are subverted when Mercutio is killed ~~causing Romeo to~~ wishing 'a plague upon' the 'households'. Due to Romeo's grief, and he uses his calm manner and expresses this through 'fire-eyed fury be my conduct now' and kills Tybalt. When Juliet finds out in scene two, she uses many oxymorons such as 'beautiful tyrant' and 'serpent heart hid with a flowering face' showing readers she loses ~~her~~ loyalty for her family as she refuses to 'speak ill' of her 'husband'. On closer analysis, some audience may think that this isn't true as she is experiencing grief and doesn't know how to express her feelings.

In act four scene three, Shakespeare cleverly presents loss when Juliet loses her rationality as she says 'dash out my desperate brains' before drinking the potion. It could also suggest that she has lost her will to live. ~~as she~~ In scene five, audience ~~experience~~ ^{see} the loss of Juliet and how her family copes with it. Lady Capulet ~~at~~ says 'with my child my joys are buried' which also suggests the loss of happiness in the lives of the Capulet family as this 'woful day' strikes them. Alternatively, some audience may see this ~~near~~ scene as the loss of compassion and respect from Juliet for her family as she makes them intentionally suffer knowing the consequences.

Finally, in act five we see Romeo's death as well as Juliet's actual death as she kills herself with the 'happy dagger'. The oxymoron used suggests that she is content with using her life for

Romeo's sake. However, some audience may ~~see~~ say that Juliet didn't die for her love but ~~is~~ out of embarrassment as if the Capulet family were to find out the truth, she would lose all respect or pity. In the final scene, Montague promises to 'raise her statue in pure gold' indicating the loss of contact between the two families. However, this can be interpreted as him wanting to show off his power and continue the competition despite the death of his own son making audience question if death and loss has truly impacted him or ~~not~~.

To conclude, perhaps Shakespeare presents the theme of loss continuously throughout the play to teach audience ~~that~~ to value and what they have and always show compassion. ~~to~~ Not just this, but also how loss builds up leading to further significant events. In my opinion, he does this successfully as the theme of loss was upheld throughout the whole play. ~~and~~ ~~understood~~ ~~that~~

Fantastic.

20/4

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