Queen Mab Tone Analysis
Due:____________________

Mercutio’s “Queen Mab” speech is a famous part of Romeo and Juliet. However, its fame comes from an uncertainty about why it is included in the play. It’s so unusual that it creates a dilemma for directors and actors: what tone should actors use to deliver the monologue?

Listen to Gounod’s opera version.

Without necessarily understanding the words, what tone does the music have? ______________

Watch Zeferreli’s 1960s film version.

<table>
<thead>
<tr>
<th>Visual Images</th>
<th>Sounds</th>
<th>Tone Hypothesis</th>
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| What do you see?  
What are the shots and angles used?  
Describe the lighting.  
How is the camera moving (quickly, slowly, pan, zoom)?  
Editing (cuts)  
What motions are the characters making? | What do you hear?  
Write down any memorable lines of dialogue.  
What lines do the characters emphasize?  
What music do you hear?  
When does it start and stop?  
What, if any, sound effects are used? | What are you making the visual and auditory information mean?  
What tone is being conveyed by the choices the director and actor made? |
| Notes: | Notes: | Notes: |

Watch Baz Lurhmann’s 1990’s film version.

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Queen Mab Tone Analysis - Continued

You will be forming an opinion about this dilemma. If you were a director, what tone would you direct your actor to use when delivering the Queen Mab monologue?

**Step 1:** Read the Queen Mab monologue and the conversation that follows.


*Standard (yellow paperback):* Act I, scene 4, lines 53-103, on p. 60 to the top of p. 65.

You may use Shakespeare’s lines *or* the more modern phrasing.

**Step 2:** List the words or phrases from the monologue that stand out to you in any way. Then list your associations with each word or phrase.

*Example:* Fairy – Play, magic, fantasy, lightheartedness, mischief

**Step 3:** What is a theme subject /word for the monologue? (In one word, what is the speech really about?) *(Hint: The conversation right after the monologue, lines 95-103, is very helpful in determining a theme subject.)*

**Theme Subject:** ____________________________

**Step 4:** What would be an appropriate theme statement for the monologue? Remember, theme is the message or lesson we can learn from the text about that theme subject word. It should be written in a complete sentence. *(Hint: The conversation right after the monologue, lines 95-103, is very helpful in determining a theme subject.)*

**Theme Statement:** __________________________________________

________________________________________

**Step 5:** Now that you’ve thought about the monologue, what tone would you tell an actor to use when delivering the monologue? You should not, however, use simplistic words such as “happy,” “sad,” or “angry.” Refer back to your tone word sheet from our poetry unit.

**Tone Word:** ____________________________

**Step 6:** Write a body paragraph defending your choice. Your topic sentence could be, “The Queen Mab monologue in *Romeo and Juliet* should be delivered with a ________________________ tone.” Provide support (from the monologue) and elaboration to persuade me that the tone you’ve decided upon is an appropriate one. Make sure your details mention specific words or phrases from the monologue. Don’t forget a conclusion sentence.