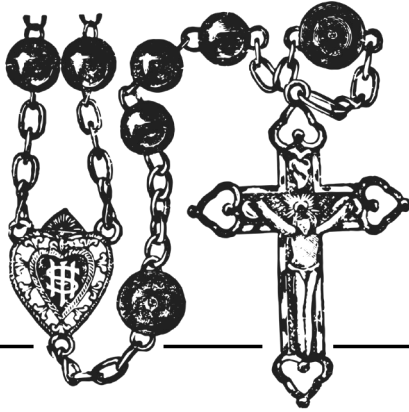


WILLIAM SHAKESPEARE'S  
**ROMEO &**



**JULIET**

*Student Workbook*

**NAME**

**CLASS**

“  
**THESE**

**VIOLENT**

**DELIGHTS**

**HAVE**

**VIOLENT**

**ENDS**”

*Act 2 Scene 6*



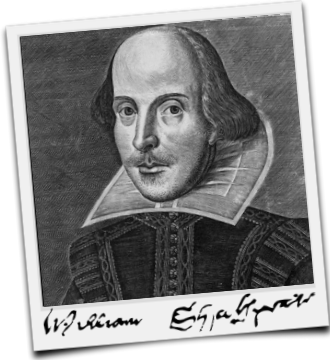


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# BACKGROUND INFORMATION

## THE BARD HIMSELF *William Shakespeare*



William Shakespeare (often called “the bard” meaning poet) was an English playwright, poet and actor. His exact birth-date is unknown, but he was baptized on 26th April 1564, and he died in 1616 (age 52). He married Anne Hathaway and had 3 children.

Often regarded as the foremost dramatist of his time, Shakespeare wrote 37 plays and 154 sonnets. Indeed, Shakespeare lives on through his many plays and poems which are taught, read and performed around the world today. However, he also lives on through the thousands of words he invented, and we still use daily.



## *More about* THE PLAY

Romeo and Juliet is a tragedy, and was Shakespeare’s 13<sup>th</sup> play. It set in a city called ‘Verona’ in Italy, and is about the feud between two prominent families, and the love of two young people from these opposing families, their relationship and struggles.

As with many of Shakespeare’s works, he did not invent the story of this play. Indeed, variations of this love-story go back as far the fifth century B.C.E.

The play was first published in 1597.

*A few of the*  
**WORDS**

SHAKESPEARE INVENTED

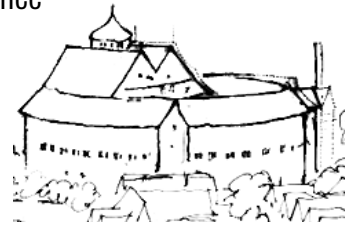
- Champion
- Rant
- Amazement
- Swagger
- Elbow
- Obscene
- Blushing
- Dwindle
- Addiction

## ELIZABETHAN ENGLAND

The Elizabethan Era is so-called because it covers the period of Queen Elizabeth I’s reign of England, and it spans from 1558-1603. It is often referred to as ‘the golden age’ in British history as it was a time in which there was a renaissance in culture and national pride.

## THE GLOBE THEATRE

The Globe Theatre was a theatre built in London in 1599. It was associated with Shakespeare as it was built by the company of actors of which he was a part. It was an open-air theatre, with three-story seating in the round, being able to hold up to 3000 audience members. At the base of the stage there was an area called “the pit” in which people just paid a penny to watch a performance.



## WHAT DO YOU HOPE TO ACHIEVE BY STUDYING THE PLAY?

(E.g. What skills do you want to develop?  
What knowledge do you wish to gain?)

Before studying the play, write down at least THREE goals for your own learning:



While the play is written in English, it is **old** English and therefore there may be words which are unfamiliar to you. Use the following to help guide your reading of the play.

# SHAKESPEARE'S LANGUAGE

*getting to grips with*

Elizabethan	Modern
Adieu	Goodbye
Anon	Soon
Art	are
Aye	Yes
Bound	Obliged
By and by	Soon
Conceit	Thought
Counsel	Advice
Decree	Order
Discourses	Speaks
Dispatch	Kill
Doth	Does
Fare thee well	Farewell
Foe	Enemy
Hark	Listen
Hie	Go
Hither	Here
Mark	Pay attention
Methinks	I think
Nay	No
Nought	Nothing
Offt	Often
Perchance	Maybe
Plague	Curse

Elizabethan	Modern
Pray	I beg
Privy	Informed
Resolve	Plan
Sirrah	Boy
Thither	There
Tidings	News
Verily	Truly
Well Met	Hello
Wherefore	Why
Whereto	To which
Withal	With
Woe	Misery
Wrought	Provided



## CONTRACTIONS

As in modern English, words in Shakespeare's work often appear in a reduced or contracted form, with the omitted (left out) letters indicated with an apostrophe.

*For Example:*

**e'en = even**

**ne'er = never**

**o'er = over**

**'cause = because**

**'fore = before**

**ta'en = taken**

**ha' = have**

**th' = the**

**whoe'er = whoever**

**'midst = amidst**

**NOTE** You do not pronounce the missing letters. This often helps to fit the words into the strict metrical pattern (iambic pentameter).

## YOU THOU & THEE

Simply put, 'thee' and 'thou' mean **YOU**.

'Thou' is used when it is the **SUBJECT** of the sentence (*the doer of the verb*)

'Thee' is used when it is the **OBJECT** of the sentence (*the receiver of the verb*).

*Example*

*"Thou knowest the mask of night is on my face"*

*"If they do see thee, they will murder thee"*

## YOUR THINE & THY

Simply put, 'thine' means **YOURS** 'thy' means **YOUR**.

Think about how you use 'your'/'yours' as **possessive adjectives** (*describe possession before a noun*) and **possessive pronouns** (*used as an object in a sentence*).

*Example*

*"Deny thy father and refuse thy name."*

*"If e'er thou wast thyself and these woes thine,*

## PRACTICE

"TRANSLATE" EACH OF THE FOLLOWING SENTENCES INTO ELIZABETHAN ENGLISH.

1) I beg you, give me news of your mother.

\_\_\_\_\_

2) Truly, I think I will pay attention to your advice.

\_\_\_\_\_

3) Listen, my enemy often causes me nothing but misery.

\_\_\_\_\_





# ROMEO CHARACTER PROFILE

Explain who he is (as much information as you can), and what role he plays in terms of the plot of the play:

If you had to pick a famous actor to play him, it would be:

*Reason:*

\_\_\_\_\_

*A question* YOU WOULD ASK HIM



\_\_\_\_\_

If Romeo were an **animal**, he would be:

because: \_\_\_\_\_

do other characters view him?

*How*

A **COLOR** WHICH IS SYMBOLIC OF HIM

\_\_\_\_\_

**ONE WORD**  
*to describe him*

\_\_\_\_\_

Find 4 key quotes for this character and chart them here:

Quotation	Citation	What this means / tells us about his character

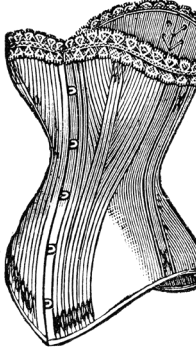
# CHARACTER PROFILE

# JULIET

If you had to pick a famous actress to play her, it would be:

do other characters view her?

*How*



*Reason:*

\_\_\_\_\_

Find 4 key quotes for this character and chart them here:

Quotation	Citation	What this means / tells us about her character

Explain who she is (as much information as you can), and what role she plays in terms of the plot of the play:

A **COLOR** WHICH IS SYMBOLIC OF HER

**ONE WORD**  
*To describe her*

If Juliet were an **animal**, she would be:

because:

\_\_\_\_\_

*A question* YOU WOULD ASK HER



# THE NURSE

A **COLOR** WHICH IS SYMBOLIC OF HER

**ONE WORD** *To describe her*

If the nurse were an **animal**, she would be: \_\_\_\_\_  
because: \_\_\_\_\_

Explain who she is and what role she plays in terms of the plot of the play:

If you had to pick a famous actor to play her, it would be:

\_\_\_\_\_

*Reason:*

*Key Scenes she's in:*



*How* do other characters view him?


# FRIAR THE FRIAR

Explain who he is and what role he plays in terms of the plot of the play:

*A question* YOU WOULD ASK HIM



What would be on the Friar's playlist?

 **Playlists** Shuffle All >< ⋮

13 songs • 46 minutes Edit Playlist

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



**MERCUTIO**

Explain who he is and what role he plays in terms of the plot of the play:

*Key Quotations:*

**BENVOLIO**

Explain who he is and what role he plays in terms of the plot of the play:

*Key Quotations:*

**THE CAPULET PARENTS**

Explain who they are what role they play in terms of the plot of the play:

*Key Quotations:*

What is your opinion of these characters? .....

*Timeline*

# TIMELINE

**SUNDAY**

**MONDAY**

**TUESDAY**



Throughout your study of the play, keep coming back to this page to fill in the action as it happens.

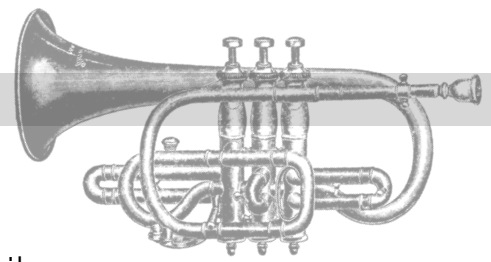
Add key quotations, images, doodles and other details.



**WEDNESDAY**

**THURSDAY**

# ACT 1: THE PROLOGUE



1. Read the prologue and underline any words you don't understand. Then look up their meaning and annotate.
2. Take two colors: use one to circle all words to do with love; use the other to circle all words to do with hate or violence.
3. Annotate the rhyme scheme of the prologue. What is notable about this?
4. Put a star next to what you think is the most important line of this prologue.
5. On the right of the prologue, write 3 hashtags which you think appropriately go with this extract.

Two households, both alike in dignity  
(In fair Verona, where we lay our scene),  
From ancient grudge break to new mutiny,  
Where civil blood makes civil hands unclean.  
From forth the fatal loins of these two foes  
A pair of star-crossed lovers take their life;  
Whose misadventured piteous overthrows  
Doth with their death bury their parents' strife.  
The fearful passage of their death-marked love  
And the continuance of their parents' rage,  
Which, but their children's end, naught could remove,  
Is now the two hours' traffic of our stage;  
The which, if you with patient ears attend,  
What here shall miss, our toil shall strive to mend.

6. Note down THREE key details which we are told about in this prologue (in your own words):

---

---

---

7. Does this prologue have more to do with love or hate? Explain your answer fully.

---

---

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8. Why do you think Shakespeare disclosed the ending right at the beginning? What effect does it have on you as the audience?

---

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---

---

Summarize what happens in these two scenes:

# ACT 1. SCENES 1-2

What do we learn about the two main families from the Prince?

---

---

---

*a quote to support this:*



”

In **Baz Luhrmann**'s modern film version of the play, he sets this opening scene at a gas station. Do you think that this is a fitting setting for the fight? Why or why not?

*A Quote* to describe ROMEO's state of mind when we first meet him.

”

Who is **Rosaline**?

Why is Romeo upset about her?

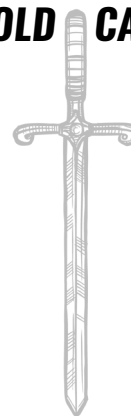
*Rosaline*

*Why*

Why do you think that Shakespeare chose to start the play with a fight scene?

We meet many new characters. Below, detail who belongs in which household:

**MONTAGUE HOUSEHOLD**   **CAPULET HOUSEHOLD**



**Neither / Unattached to a particular family**

*Who's who of Verona*

# ACT 1. SCENE 3

Summarize the action of this scene:

How old is Juliet?

*Who* was Susan and what happened to her?

**What is the nurse's attitude towards Juliet?**

*In your own words, explain your choice:*

- [tick all that apply]
- She gets easily irritated with her.
  - She clearly feels deep affection for her.
  - She is quite indifferent about her.
  - We have no evidence.
  - She knows her extremely well.

*One* **WORD**  
TO DESCRIBE THE NURSE:

*One* **WORD**  
TO DESCRIBE LADY CAPULET:

**How long has the nurse known Juliet?**

- A fortnight and odd days
- Since she was eleven years
- Since she was a baby
- Since Lammas Eve

*How do you know?*  
*give evidence*

*A Quote* to illustrate Juliet's feelings about marriage at this stage of the play:

In your own words, explain why Lady Capulet believes that Juliet is old enough to marry:



If the nurse were an animal, she would be a \_\_\_\_\_ because \_\_\_\_\_

**"...he's a man of wax"** (1.3)

Who says this? \_\_\_\_\_  
 To whom is she referring? \_\_\_\_\_  
 What figurative technique is it? \_\_\_\_\_  
 What does it mean? \_\_\_\_\_

Doodle a **SYMBOL** to represent this scene:

**Do you think that Lady Capulet is a good mother?**

Explain why or why not.

**"Women grow by men"** (1.3)

*What does this mean?*



**SUMMARIZE WHAT HAPPENS IN THESE SCENES:**

# ACT 1. SCENES 4-5

<p><i>Scene 4</i></p>	<p><i>Scene 5</i></p>
-----------------------	-----------------------

## *& Queen Mab Mercutio*



Briefly explain who Queen Mab is and what Mercutio is on about:

If you had to pick a famous actor to play Mercutio, it would be:

*Reason:*

At the end of Scene 4, Romeo has a premonition. Rewrite this as if it were a horoscope reading:

---

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---

### LOVE AT FIRST SIGHT

**“O, she doth teach the torches to burn bright.”**

Citation for this quote: \_\_\_\_\_

Who says this? \_\_\_\_\_

To whom is he referring? \_\_\_\_\_

What figurative technique is it? \_\_\_\_\_

What does it mean? \_\_\_\_\_



**A SIMILE USED TO DESCRIBE JULIET:**

What do you make of Romeo's first impressions of Juliet? Love at first sight? Or something else? Discuss with a partner and then mindmap / list your thoughts below:

How does Tybalt react to seeing Romeo at the party?

---

---

### 3 WORDS TO DESCRIBE THE LOVERS' FIRST MEETING

---

---

---

*Questions* you have about the characters or plot at this stage:

- 1.
- 2.
- 3.







Summarize the events of ACT ONE by picking a color, a symbol and an image to represent this act, and then explain the symbolism of your choice below.

**C**OLOR

**S**YMBOL

**I**MAGE

*I chose this color because...*

*I chose this symbol because...*

*I chose this image because...*

**1** REVIEWING ACT ONE  
*Act One*

*Language*

Shakespeare uses a lot of puns in the play. Make sure you understand this linguistic technique, and are able to notice when it is used.

**PUNS**

**LET'S PAUSE TO TALK ABOUT**

What is a PUN?

**Act 1 of Romeo and Juliet:**

**Note down as many puns as you can from**

**3** *examples*  
**OF PUNS FROM EVERYDAY LIFE**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# ACT 2. SCENE 2

## *The Balcony Scene*

Act 2, Scene 2 is one of the most famous scenes in the play, and often referred to as "the balcony scene."

**DIVIDE THE SCENE INTO 9 KEY MOMENTS, AND THEN DRAW AND CAPTION IT (AS IF IT WERE A GRAPHIC NOVEL) BELOW.**


# ACT 2. SCENES 3-4

Summarize the action of these two scenes:

What is the Friar pondering when scene 3 opens?

---



---



---

*a quote to show this:*



How does this concept link to the overall themes/ideas of the play?

**Why does the Friar agree to help Romeo?**

- He is a romantic at heart.
- He believes it will end the feud.
- He really likes Juliet.
- To get revenge on the Montagues.

*How do you know?*  
*give evidence*

What is noticeable about the rhyme scheme of Act 2, Scene 3?  
(\*hint: look at the endings of the lines)



IMAGINE THAT THE FRIAR HAS TWITTER

*Write his status after Romeo's visit.*

*What is*  
**BLANK VERSE?**

\* You may need to look it up!



**Friar L.**  
@LaurenceTheMan

Follow

Reply Retweet Favorite

@8:54 PM - 6 Sep 37 - Embed this Tweet

**3 WORDS** TO DESCRIBE MERCUTIO.

*Which ANIMAL IS TYBALT COMPARED TO?*

**Explain Mercutio's view of TYBALT:**

Doodle a **SYMBOL** to represent scene 4:

In your own words, explain the warning that the nurse gives to Romeo:

**SUMMARIZE WHAT HAPPENS IN THESE SCENES:**

*Scene 5*

*Scene 6*

# ACT 2. SCENES 5-6



**SCENE 5 IS MEANT TO BE HUMOROUS.**

In your own words, explain what makes it funny:

---



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---

*Examine Juliet's speech 2.5, Lines 1-19*

Why is Juliet feeling anxious?

---



---

Identify the figurative language technique used in line four:

What complaints does Juliet have about the nurse?

---



---

Identify and explain a **SIMILE** found in this speech:

*If you were the director, what directions would you give Juliet for reciting this speech?*



Give 3 examples of the humor:

1

2

3

**What is the message that the nurse finally tells Juliet:**

---



---



---

**“THESE VIOLENT DELIGHTS HAVE VIOLENT ENDS,”**

In your own words, explain what Friar Laurence means when he says this:

In light of this, what's the Friar's advice to Romeo?

Explain how this links with the Friar's comment about honey.

**How is this an example of FORESHADOWING?**



Shakespeare has the actual wedding take place off-stage. In your opinion, why might he have chosen to do this?

# 2 REVIEWING ACT TWO



Reviewing Act Two

1. *Mercutio and Romeo have different views of love. Whose do you agree with more? Explain fully.*

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2. *In what way do you agree or disagree with Juliet's thoughts about names and identity, as explored in 2.2?*

---

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3. *Do you think that Friar Laurence and the nurse are wise to help the young lovers with their plan to marry? Fully explain why or why not.*

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---

4. *How does the family feud drive the lovers' actions?*

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5. *When Romeo goes to the Friar, with whom does the Friar think he has spent the night? What does this indicate about Romeo's nature?*

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6. *Mercutio is neither a Montague nor a Capulet; why might this be significant?*

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7. *Complete the following three sentences (even if you don't agree, try to think of reasons):*

Romeo and Juliet's love is believable because \_\_\_\_\_

It is clear that Romeo and Juliet are experiencing lust, not love, because \_\_\_\_\_

Although written in a different century, the play transcends time because \_\_\_\_\_

Summarize what happens in this scene:

Empty box for summarizing the scene.

# ACT 3. SCENE 1

Why does Romeo not want to fight with Tybalt?

- He has promised Juliet he won't fight.
- Tybalt is now family to him.
- We are not given a reason.
- Romeo is afraid of the wrath of the prince.
- He is a pacifist.

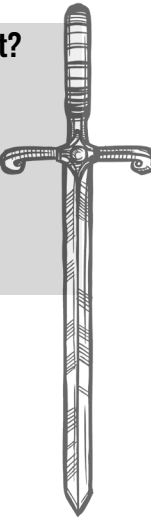
For each of the following characters in this scene, pick ONE adjective to describe them:

**Mercutio:** \_\_\_\_\_

**Tybalt:** \_\_\_\_\_

**Romeo:** \_\_\_\_\_

**Benvolio:** \_\_\_\_\_



**A PLAGUE ON BOTH YOUR HOUSES!**

**"Ask for me tomorrow and you shall find me a grave man." (3.1)**

Who says this? \_\_\_\_\_

This is a  Metaphor  Simile  Pun

Explain the figurative technique:

Imagine you were **directing** *Setting the Scene* this play. How might you set this scene?

Time Period: \_\_\_\_\_

Geographical Place: \_\_\_\_\_

Specific Location: \_\_\_\_\_

Time of Day: \_\_\_\_\_

Weather: \_\_\_\_\_

Any other details (e.g. props, music, set etc.):

*Why* have you chosen this setting? How does it help to convey the mood/themes of the scene?

What is Romeo's punishment?

Do you think this is fair?

- Yes
- No

Explain your choice:

## WRITE AN OBITUARY

Two key characters die in 3.1. Pick one of them and write his obituary, as it would appear in a newspaper.

Lined area for writing an obituary.

# ACT 3. SCENE 2

Summarize what happens in this scene:

Three PHRASES FROM JULIET'S OPENING SPEECH WHICH ILLUSTRATE HER LONGING FOR ROMEO.

A sentence to describe the nurse's mood in this scene.

Do you think that the nurse delivers the news well?

Explain why or why not.

A Quote to illustrate the nurse's feelings about Romeo at this point in the play.

\_\_\_\_\_ ”

LET'S PAUSE TO TALK ABOUT

## Language

Shakespeare uses many of oxymorons in the play. Make sure you understand this linguistic technique and can identify and explain its use.

# OXYMORONS

What is an oxymoron?

*Highlight all oxymorons*

**Juliet**

O serpent heart, hid with a flow'ring face!  
Did ever dragon keep so fair a cave?  
Beautiful tyrant! Fiend angelical!  
Dove-feather'd raven! Wolvish ravening lamb!  
Despised substance of divinest show!  
Just opposite to what thou justly seem'st,  
A damned saint, an honorable villain!  
O nature, what hadst thou to do in hell  
When thou didst bower the spirit of a fiend  
In mortal paradise of such sweet flesh?  
Was ever book containing such vile matter  
So fairly bound? O that deceit should dwell  
In such a gorgeous palace!

Explain why Juliet uses so many oxymorons here. How does it help convey her feelings?

What does Juliet decide by the end this scene?

[tick all that apply]

- She cannot speak badly of Romeo.
- She hates Romeo for killing Tybalt.
- She hates the nurse for telling her about Tybalt.
- Her allegiance to her husband is more binding than her allegiance to her cousin.

Do you think that this is reasonable? Explain your opinion.





# ACT 3. SCENE 3



*And his Counsel  
Friar Laurence*

Briefly explain **three** key pieces of advice which Friar Laurence gives Romeo in this scene.

Two vertical lines indicating a space for writing.

If you had to pick a famous actor to play Friar Laurence, it would be:

*Reason:*

ANNOTATING A PROMPTBOOK

There is a lot of action and movement in the below extract from this scene. Imagine that you are the director, and you need to annotate the script with instructions to the actors - you must make notes about movement, props, how lines should be read etc.

*[Knocking within]*

**FRIAR LAURENCE**

Arise: one knocks: good Romeo, hide thyself.

**ROMEO**

Not I: unless the breath of heartsick groans,  
Mist-like, infold me from the search of eyes.

*[Knocking]*

**FRIAR LAURENCE**

Hark, how they knock! Who's there? Romeo, arise:  
Thou wilt be taken. -- Stay awhile! -- Stand up;

*[Knocking]*

Run to my study. -- By and by! -- God's will,  
What simpleness is this! -- I come, I come!

*[Knocking]*

Who knocks so hard? whence come you? what's your will?

**NURSE**

*[Within]* Let me come in, and you shall know  
my errand;  
I come from Lady Juliet.

**FRIAR LAURENCE**

Welcome, then.

*[Enter Nurse]*

**NURSE**

O holy friar, O, tell me, holy friar,  
Where is my lady's lord, where's Romeo?

# ACT 3. SCENE 5



Explain the significance of the nightingale and the lark:

What has Juliet's mother come to tell her in this scene?

How does Juliet react to this?

How does her father react to Juliet's reaction?

What is the nurse's advice to Juliet?

Summarize the action of this scene in 4 points:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Just before Romeo leaves, Juliet has a **premonition**. Rewrite this as if it were a brief note in her diary:

---

---

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---

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---

If Lord Capulet were an animal, he would be a \_\_\_\_\_ because \_\_\_\_\_

## ARE THE CAPULETS GOOD PARENTS?

On the one hand, **YES** because...

On the other hand, **NO** because...

*Let's pause to talk about*

## DRAMATIC IRONY

What is DRAMATIC IRONY?

Explain how dramatic irony is evident during Juliet's conversation with her mother:

Shakespeare uses dramatic irony to great effect in this play. Make sure you understand this technique and can identify and explain its use.

Read the following extract from the play, and then follow the instructions and discuss the questions included.

[Enter ROMEO and JULIET above, at the window]

**JULIET:** Wilt thou be gone? it is not yet near day.  
It was the nightingale, and not the lark,  
That pierced the fearful hollow of thine ear;  
Nightly she sings on yon pomegranate-tree.  
Believe me, love, it was the nightingale.

# nightingale  
# stillnight

**ROMEO:** It was the lark, the herald of the morn,  
No nightingale: look, love, what envious streaks  
Do lace the severing clouds in yonder east.  
Night's candles are burnt out, and jocund day  
Stands tiptoe on the misty mountain tops.  
I must be gone and live, or stay and die.

**JULIET:** Yon light is not day-light, I know it, I.  
It is some meteor that the sun exhales,  
To be to thee this night a torch-bearer,  
And light thee on thy way to Mantua.  
Therefore stay yet; thou need'st not to be gone.

**ROMEO:** Let me be ta'en, let me be put to death;  
I am content, so thou wilt have it so.  
I'll say yon grey is not the morning's eye,  
'Tis but the pale reflex of Cynthia's brow;  
Nor that is not the lark, whose notes do beat  
The vaulty heaven so high above our heads.  
I have more care to stay than will to go.  
Come, death, and welcome! Juliet wills it so.  
How is't, my soul? let's talk; it is not day.

**JULIET:** It is, it is: hie hence, be gone, away!  
It is the lark that sings so out of tune,  
Straining harsh discords and unpleasing sharps.  
Some say the lark makes sweet division;  
This doth not so, for she divideth us.  
Some say the lark and loathed toad change eyes,  
O, now I would they had changed voices too!  
Since arm from arm that voice doth us affray,  
Hunting thee hence with hunt's-up to the day,  
O, now be gone; more light and light it grows.

**ROMEO:** More light and light; more dark and dark our woes!

[Enter NURSE]

**NURSE:** Madam!

**JULIET:** Nurse?

**NURSE:** Your lady mother is coming to your chamber:  
The day is broke; be wary, look about.

[Exit]

**JULIET:** Then, window, let day in, and let life out.

**ROMEO:** Farewell, farewell! one kiss, and I'll descend.

**INSTRUCTIONS:**

**1)** Take **2 different colored pens** (or highlighters) and underline all words to do with **night, darkness or death** in one color, & all words to do with **day, light or life** in the other color.

**2)** For each of the speakers turn, write a **hashtag** (or a few) to summarize what they are saying. The first one has been done for you.

**3)** Find and label three examples of **personification**.

**4)** Look up "**Cynthia's brow**" and annotate what this means in the context of Romeo's words.

**5)** Identify the point when Romeo and Juliet **switch arguments**, and draw a star there.

**6)** Identify a line which **foreshadows** what is to come, and label it.

**7)** Identify and label 2 examples of **alliteration**.

\*\*\*\*\*

**DISCUSSION QUESTIONS:**

**1)** Why all the imagery of light and darkness used in this extract? What is the relation to the greater themes of the play?

**2)** What is the tone of this piece? If you were the director, how would you instruct the actors to recite these lines? Would there be a change at any point? If so, where and what would it be?

**3)** What do you think of Romeo and Juliet at this point in the play? Explain your opinion.

# 3 REVIEWING ACT THREE

Act Three

following hold some responsibility for Mercutio's death

Give ONE reason why each of the

Mercutio himself:

Romeo:

The Montague and Capulet families:

Do you think that the nurse and the friar are good advisors to Romeo and Juliet? Explain fully.

Horizontal lines for writing an answer to the question about the nurse and the friar.

## Three QUESTIONS

which the audience are left with about the plot at the end of act 3 (yet to be resolved in the rest of the play).



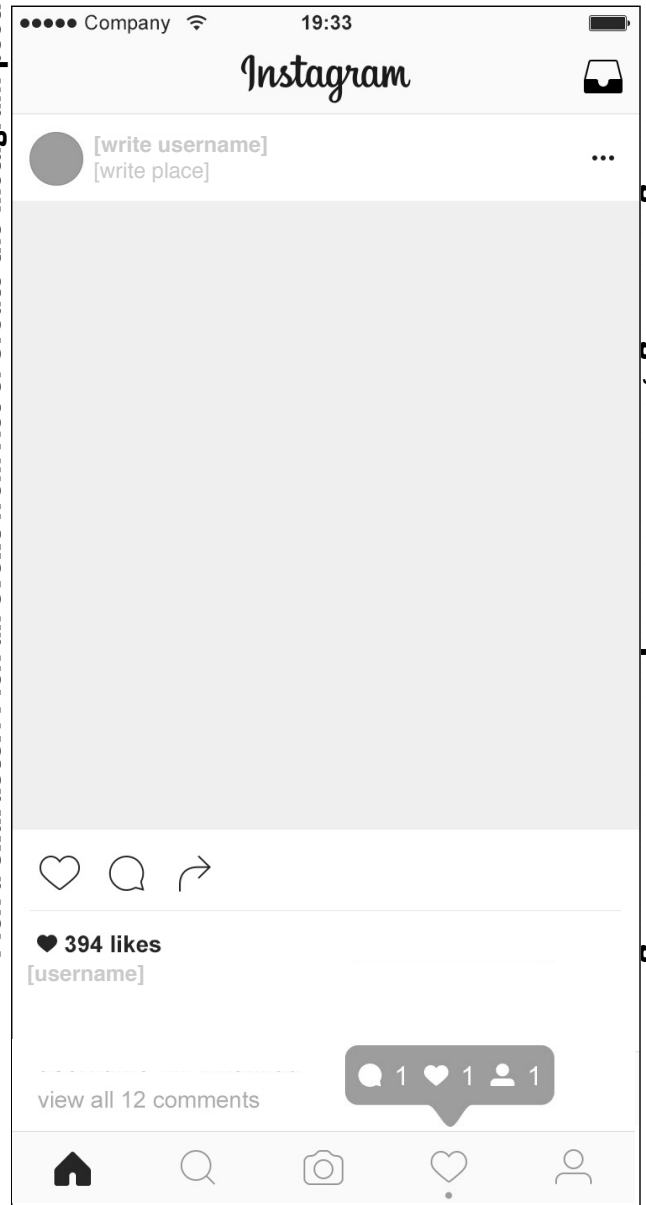
Three dashed rectangular boxes for writing questions.



At this point in the play, has your opinion of Romeo and Juliet developed, shifted or changed? Explain how or why not.

Horizontal lines for writing an answer to the question about opinion.

Pick a character. Pick an event from Act 3. Create the Instagram post.

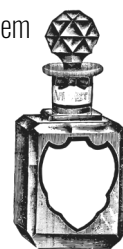


Draw / collage the image; then write the caption with the hashtags.

# The Friar's Plan THE FRIAR'S PLAN

# ACT 4. SCENES 1-2

Read Friar Laurence's speech in Act 4, Scene 1, in which he lays out his plan for Juliet. Then, distill the plan into 6 clear steps, and detail them below in your own words (in as much detail as possible). Then, see if you can identify **possible problems** at each stage.



Potential problems

1  
**STEP ONE**



2  
**STEP TWO**



3  
**STEP THREE**



4  
**STEP FOUR**



5  
**STEP FIVE**



6  
**STEP SIX**



## TRAGEDY

REQUIRES A  
SITUATION WHERE  
**NO SOLUTION**  
IS POSSIBLE.

- W.B. Yeates

Can you think of a better plan than the one that the Friar came up with? Detail it below, taking into account the context of the time, and Juliet's pressure from her parents.

# ACT 4. SCENE 3

Describe the essence of this scene in a sentence of exactly SEVEN words:

*One* **WORD** TO DESCRIBE THE **MOOD** OF THIS SCENE:

*Juliet's Soliloquy*

Describe the **THREE** fears Juliet has about taking the potion:

ONE

TWO

THREE

✓ 3 things you'd do to create this MOOD if you were directing this play:

1

2

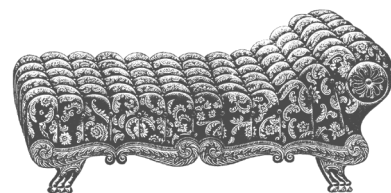
3

Draw a symbol to represent Juliet's state of mind:

Re-read her speech, and then pick out **8 key words** from it, which encapsulate her meaning:

*key words*

*Write* A **NEWSPAPER HEADLINE** ABOUT THIS **EVENT**



*What* is one **QUESTION** you would ask Juliet if you could meet her?



Can you relate to Juliet's state of mind and anxiety at this point (even if you can't relate to the details of her circumstances)? Explain fully why or why not.

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# ACT 4. SCENE 5

What do you think of Juliet's actions in Act 4 of Shakespeare's *Romeo and Juliet*? Do you sympathize with her, and feel like it was her only way out? Or do you think that she was acting selfishly? Try to formulate opinions on both sides of this, and complete the tables below.

## “JULIET IS EXTREMELY SELFISH FOR WHAT SHE DOES.”

Find reasons to support this statement:

Find quotations to support your reasons:

## “JULIET IS JUST AFRAID, & NOT THINKING CLEARLY.”

Find reasons to support this statement:

Find quotations to support your reasons:

## “JULIET IS JUSTIFIED IN LYING TO HER PARENTS.”

Find reasons to support this statement:

Find quotations to support your reasons:

## “JULIET JUST LACKS PROPER GUIDANCE AND ADVICE.”

Find reasons to support this statement:

Find quotations to support your reasons:





# ACT 5. SCENES 1-2

## Quick RECAP

Where is Romeo when act 5 opens?  
 Why is he there?  
 Who is Balthasar?  
 What was the intended plan and how does it go wrong?

When Balthasar turns up, Romeo has a string of **questions** for him. What does this indicate about his state of mind?

**“... O mischief, thou art swift  
 To enter in the thoughts of desperate men.” (5.1)**

*What does Romeo mean by this?*

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How does it make his actions more believable?

\* according to Romeo

IS THE “POISON” TO MEN’S SOULS?

*what*

**Romeo’s new plan:**

REWRITE THE EXCHANGE BETWEEN THE TWO FRIARS IN SCENE 2, IN THE FORM OF A TEXT EXCHANGE.

\*You can summarize their exchange; you don't need to translate it line for line.

# ACT 5. SCENE 3

Summarize what happens in this scene:

Do you think that Balthasar is a good friend to Romeo? Explain.

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Is Romeo's killing of Paris premeditated?

Yes  No  Unclear

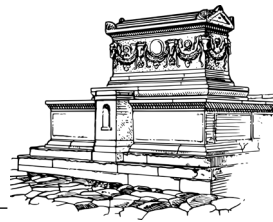
How do you know?  
↓  
give evidence

How does Juliet die?

“Thou detestable maw, thou womb of death  
Gorged with the dearest morsel of the earth,  
Thus I enforce they rotten jaws to open,  
And in despite I'll cram thee with more food.”

This contains a  Metaphor  Simile  Paradox

In your own words, explain what Romeo is saying here:



EXPLAIN the **IRONY** of the lines below:

“Death, that hath sucked the honey of thy breath,  
Hath no power yet upon thy beauty.” (5.3)

What possible reason might the Friar have to leave Juliet in the tomb, when she was clearly distressed?



In Romeo's final speech, he uses a lot of **PERSONIFICATION**.

Give THREE examples:

**FOR NEVER WAS  
A STORY OF  
MORE WOE  
THAN THIS OF  
JULIET  
AND HER  
ROMEO**

Who says this?

Rhyme scheme of these final 2 lines:

A synonym for “woe”

Do you agree that this is a “tragedy”?  Yes  No  
Explain:

Do you think this is a fitting final line? Why or why not?

# REVIEWING ACT FIVE 5

IMAGINE THAT THE PRINCE HAS TWITTER

*Write his status at the end of the play*



4. Many versions leave out the killing of Paris. Why do you think that they decide to do this?

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5. How do the Capulet and Montague fathers respond to the death of their children?

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6. If you were to identify a flaw in Romeo's character, what would it be and how does it bring about his downfall?

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1. Act 5 opens with Romeo talking about his dream. How does this foreshadow what is to come?

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2. When Romeo hears of Juliet's death he says, "I defy you, stars!" - what does he mean by this?

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3. Do you think that Paris really loved Juliet? Give evidence for you opinion.

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At the end of the play, the prince says, "Some shall be pardoned, and some punished." In your opinion, who should be pardoned, and who punished?

*Pardoned*

*Punished*

*Reviewing Act Five*

**FOR EACH OF THE FOLLOWING QUOTATIONS, IDENTIFY THE SPEAKER AND THEN EXPLAIN THE SIGNIFICANCE.**

*e.g. Which theme does it relate to? Who is it being spoken to? Why is it important in terms of the plot?*

*Is it an example of foreshadowing? Is it a part of characterization?*

Quotation	Who says it?	Why is it important?
<p>“A plague o’ both your houses!” (3.1.104)</p>		
<p>“O Romeo, Romeo! wherefore art thou Romeo?” (2.2.33)</p>		
<p>“For this alliance may so happy prove / To turn your households’ rancour to pure love.” (2.3.94-95)</p>		
<p>“What’s in a name? That which we call a rose, / By any other word would smell as sweet.” (2.2.43-44)</p>		
<p>“Beautiful tyrant! Fiend angelical! ... A damned saint, an honorable villain! (3. 2.73-79)</p>		
<p>“For never was a story of more woe / Than this of Juliet and her Romeo ” (5.3.309-10)</p>		
<p>“From forth the fatal loins of these two foes / A pair of star- crossed lovers take their life” (Prologue.6-9)</p>		
<p>“...Villain I am none. / Therefore farewell. I see thee knowest me not.” (3.1.58-59)</p>		

# YOUTHFUL LOVE

*youthful love*

## ANALYZING TOPICS

Key quotations related to this topic:

Characters, things or events related to this topic:

Explain/Describe/Discuss/Mind Map this topic:

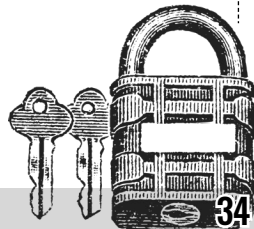
How might this relate to society of the time?

Draw a symbol or picture to represent this topic:

If this topic were a color it would be:

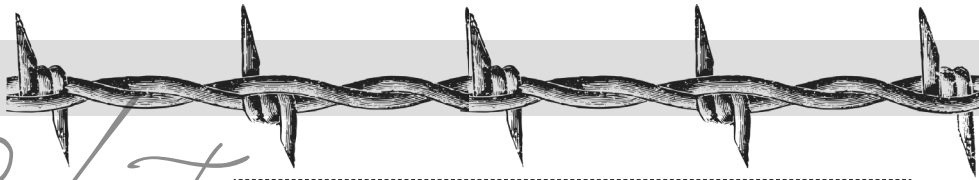
How does this topic relate to the plot?

How could this topic relate to your own life? What can you learn?



# LOVE & HATE

*love & hate*



How does this relate to society of the time?

Explain/Describe/Discuss/Mind Map this topic:

How could this topic relate to your own life? What can you learn?

Draw a symbol or picture to represent this topic:

If this topic were a color it would be:

How does this topic relate to the plot?

Key quotations related to this topic:

Characters, things or events related to this topic:

# ANALYZING TOPICS

# INDIVIDUAL VS. SOCIETY

*individual vs. society*

## ANALYZING TOPICS

Key quotations related to this topic:

Characters, things or events related to this topic:

Explain/Describe/Discuss/Mind Map this topic:

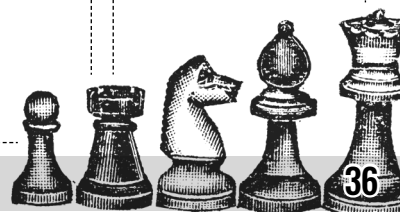
How might this relate to society of the time?

Draw a symbol or picture to represent this topic:

If this topic were a color it would be:

How does this topic relate to the plot?

How could this topic relate to your own life? What can you learn?



Main events of the rising action:

Protagonists' conflict:

Elements of suspense:

Foreshadowing:

## RISING ACTION

How is this a turning point for the protagonists?

## EXPOSITION

What is the setting and how is it established?

Which characters are introduced in the exposition and what do we learn about them?

Any background information we learn:

Opening events:



# CLIMAX

Main events of the falling action:

Greatest point of tension/action:

# FALLING ACTION

# RESOLUTION

How is the conflict resolved?

How is the protagonist changed?

Ending events:

Main action

ending resolution

Story direction

NARRATION  
First person

third person

timeline

DRAFT

Deadline

foreshadowing

direct & indirect

Dialogue

Romance

Comedy

Story Ideas

Narration

Point of View

MOOD

CHARACTER

SETTING

Conflict

Protagonist

Char

While studying the play, and working through this book, use these pages to make notes (perhaps of assignments or dates), to document questions you have, or just to doodle and draw your thoughts.