

***Romeo and Juliet* by William Shakespeare**  
Study Guide by Janet Somerville

**Act I, Scene 1**

Homework:

- There are allusions to Cupid and Diana in this scene. Find out as much as you can about each god and goddess.

|              |              |
|--------------|--------------|
| <b>CUPID</b> | <b>DIANA</b> |
|--------------|--------------|

- List the MAIN CHARACTERS described so far. Describe the personality of each. If you were a director, what actors would you select to play each role?

| <b>Character</b> | <b>Personality trait(s)</b> | <b>Casting Suggestion</b> |
|------------------|-----------------------------|---------------------------|
|                  |                             |                           |

## Act I

### The Love Connection

Find lines delivered by each of the following characters that reveal each character's experiences with, feelings toward, or attitudes about love and marriage.

Copy the lines in the first column. Draw a personal conclusion about what their lines reveal in the second column.

|   | LINES | CONCLUSIONS |
|---|-------|-------------|
| <b>Romeo</b><br><br>(Scene 1)           |       |             |
| <b>Benvolio</b><br><br>(Scenes 1 and 2) |       |             |
| <b>Paris</b><br><br>(Scene 2)           |       |             |
| <b>Capulet</b><br><br>(Scene 2)         |       |             |
| <b>Juliet</b><br><br>(Scene 3)          |       |             |
| <b>Lady Capulet</b><br><br>(Scene 3)    |       |             |
| <b>Mercutio</b><br><br>(Scene 4)        |       |             |

**Act I  
QUIZ**

**PART A: Fill-in-the-blank**

*10 marks*

The two families who are feuding in the play are the

\_\_\_\_\_ and the \_\_\_\_\_.

Beside each name, write the name of the family with which each character is associated.

Tybalt: \_\_\_\_\_ Romeo: \_\_\_\_\_

Nurse: \_\_\_\_\_ Benvolio: \_\_\_\_\_

Juliet: \_\_\_\_\_

Who wants to marry Juliet in ACT ONE? \_\_\_\_\_

Which parent is initially not so keen on the idea?

\_\_\_\_\_

*Romeo and Juliet* was written by \_\_\_\_\_

**PART B: Identify the Speaker**

**3 marks**

“What, drawn and talk of peace! I hate the word/As I hate hell,…”

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

“ My only love sprung from my only hate!”

**PART C: Short Answer** (Answer in complete sentences, please.)

*6 marks*

What does the Prince say is the penalty for further fighting?

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What sort of mood is Romeo in at the beginning of the play? Why?

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Why do Romeo, Mercutio and Benvolio go to the party at Juliet's house?

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**PART D: Literary terms**

*1 mark*

What literary device is used in " Feather of lead, bright smoke, cold fire, sick health!" ?

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**Act I****Writing-in-role: Lovesick Romeo****/50 marks**

By the end of ACT ONE it's pretty clear that Romeo is suffering because of his unrequited love for Juliet. (Whatever happened to his "fair Rosaline"? You might well ask!)

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You are going to pretend you are Romeo and write a letter (about 300 words long) to your friend Benvolio lamenting your lovelorn state. Be sure to ask questions that will enable Benvolio to offer advice.

| Item                | Value | Level 1   | Level 2  | Level 3  | Level 4  | Mark |
|---------------------|-------|---|--|--|--|------|
| Supporting Evidence | 25    | limited demonstration of Romeo's feelings, relevant examples and commentary<br>(15) | some demonstration of Romeo's feelings, relevant examples and commentary<br>(17) | considerable demonstration of Romeo's feelings, relevant examples and intelligent commentary<br>(20) | Thorough demonstration of Romeo's feelings, relevant examples and intelligent commentary<br>(25) |      |
| Grammar             | 5     | more than ten errors<br>(2)   | six to ten errors<br>(3)   | one to five errors<br>(4)  | no errors<br>(5)   |      |
| Spelling            | 5     | more than ten errors<br>(2)   | six to ten errors<br>(3)   | one to five errors<br>(4)  | no errors<br>(5)   |      |
| Style               | 10    | Communicates with limited clarity; incomplete letter format<br>(4)                  | Communicates with some clarity; adheres to partial letter format<br>(6)          | Communicates with considerable clarity; adheres to letter format<br>(8)                              | Communicates with a high degree of clarity; adheres to letter format<br>(10)                     |      |
| Punctuation         | 5     | More than ten errors<br>(2)   | Six to ten errors<br>(3)   | One to five errors<br>(4)  | No errors<br>(5)   |      |

**Act I, Scene V****Reviewing the Capulet Ball**

Pretend you are a newspaper reporter who attended the Capulet Ball. Write a “cover story” for the *Verona Times*. Look at local newspapers as models for your format. Be sure to include headlines and photos/illustrations to draw the reader in to your piece. Your articles should be about 300 words altogether.

**Evaluation Rubric**

| Item                 | Value | Level 1  | Level 2   | Level 3  | Level 4  |
|----------------------|-------|--|---|--|--|
| Content              | 20    | limited examples and commentary; insufficient content<br><br>(10-11) | some, relevant examples and commentary<br><br>(12-14) | considerable relevant examples and intelligent commentary<br><br>(15-17) | thorough relevant examples and intelligent commentary<br><br>(18-20)   |
| Format               | 5     | Limited photos/illustrations<br><br>(2)                              | Some appropriate photos/illustrations<br><br>(3)      | Several appropriate photos/illustration; appropriate layout<br><br>(4)   | Many appropriate and relevant photos/illustration; appealing layout<br><br>(5)                                 |
| Spelling and Grammar | 5     | more than ten errors<br>(2)  | six to ten errors<br>(3)                              | one to five errors<br>(4)  | no errors<br>(5)   |
| Style                | 10    | Communicates with limited clarity<br><br>(4)                         | Communicates with some clarity<br><br>(6)             | Communicates with considerable clarity<br><br>(8)                        | Communicates with a high degree of clarity; uses interesting diction and variety of sentence structure<br>(10) |
| Punctuation          | 5     | More than ten errors<br>(2)  | Six to ten errors<br>(3)                              | One to five errors<br>(4)  | No errors<br>(5)   |

## Act II, Scenes 4-6

What message does Romeo ask the Nurse to give to Juliet? (Copy the lines from Scene 4 to support your answer.

In Scene 5, why is Juliet irritated by the Nurse's behaviour?

What does Friar Lawrence mean at the end of Scene 6 when he says:  
"you shall not stay alone/ Till Holy Church incorporate two in one?"

## Act II, Scene 4

Summary: Mercutio and Benvolio are talking about Romeo behind his back, and talking about Tybalt and how much they hate him. They are concerned that Romeo is too much in love.

Language Tricks:

\* alliteration "boy bow's butt-shaft"

\* classical allusion "Helen and Hero"

Most important line: "alas, poor Romeo, he is already dead"

We think this is important because it shows Mercutio and Benvolio don't know about Juliet.

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Summary: When Romeo was in love with Rosaline, he couldn't fight back against Mercutio's insults. Now that Romeo and Juliet love each other he can fight back better,

Language tricks:

\* alliteration "O single-soled jest, solely singular for the singleness."

\* simile “for this driveling love is like a great natural...”

\* oxymoron “courteous exposition”  
personification

Most important line: “Come between us, good Benvolio, my wits faint”

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Summary: The Nurse and Romeo meet to discuss the upcoming marriage of Romeo and Juliet. They will be married at Friar Laurence’s cell that very afternoon.

Language Tricks:

\* alliteration “Deal Double”

\* alliteration “Lord Lord”

\* oxymoron “good quarrel”

Most Important Line: “Some means to come to shrift this afternoon; And there shall at Friar Laurence’s cell be shrived and married”

## Act II, Scene 5

Summary: Juliet is waiting impatiently for the Nurse to tell her of Romeo’s response to marriage. When the nurse arrives, she delays in telling Juliet the reply.

Language Tricks:

\* simile “pale as lead”

\* simile “as gentle as a lamb”

\* metaphor “flower of courtesy”

Most important line: “Go thy ways, wench; serve God”  
It is important because the nurse is telling Juliet to give up Romeo and become a nun.

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Summary: Nurse informs Juliet of the time and place of her wedding to Romeo.

Language Tricks:

\* personification “Your love says”

\* simile “your love says like and honest gentleman”

\* alliteration “bear the burthen”



Most important line: “To fetch a ladder, by the which your love must climb a bird’s nest soon when it’s dark”  
It means Juliet must go to a new level of love for Romeo.

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### Act II, Scene 6

Summary: Friar Laurence does not approve of Romeo’s marriage. He thinks it is a mistake, but if they do marry, he believes that the family feud may come to an end.

Language Tricks:

\* simile “her kiss is like a fire power”

\* metaphor “wear out the everlasting flint”

Most important line: “Till holy church incorporate two in one”  
It brings the marriage to a close and foreshadows their deaths.

### Act III, Scene 3

#### Knowledge

/ 10 marks

*Please answer in sentence form.*

1. How accurate is the nurse’s description of Juliet’s emotional state when she claims she lies “weeping and blubbing” and “Tybalt calls...then on Romeo cries”? (Give reasons for your answer.) (2 marks)

2. Why does Romeo equate banishment with death? (2 marks)

3. Read this passage and complete the following questions.

*Juliet is alive*

*For whose dear sake thou wast but lately dead:  
There art thou happy. Tybalt would kill thee,  
But thou slew’st Tybalt: there art thou happy too.  
The law that threaten’d death becomes thy friend  
And it turns to exile: there art thou happy....  
Like a misbehaved and sullen wench,  
Thou pout’st upon thy fortune and thy love.*

a) What three reasons does Friar Laurence give for Romeo to be hopeful? (3 marks)

b) List the simile and explain what two things are being compared. (2 marks)

4. What item does the nurse give to Romeo from Juliet? (1 mark)

### Act III, Scenes 4-5

#### THE MARRIAGE QUESTION

Provide lines that support your interpretation.

Notice particularly the tremendous shift in Capulet's outlook from Act One, Scene 2 where he says "*my will to her consent is but a part*"

|                         |
|-------------------------|
| Capulet's attitude      |
| Lady Capulet's attitude |

Juliet's attitude

## Act IV

### *Pre-Reading Activity*

#### SUBTEXT

#### I'm Late

Character 1: You're late

Character 2: I know. I couldn't help it.

Character 1: I understand.

Character 2: I thought you would.

Character 1: I have something to give you.

Character 2: Really?

Character 1: Yes, this.

#### Suggested scenarios:

- a) two friends—the late friend has just arrived at what will be a surprise party for him or her.
- b) Pizza delivery man and customer—the pizza is late.
- c) Bride and groom—One has arrived late for the wedding.
- d) Spies –meeting to exchange information.

#### SUBTEXT TOOLS:

- stress (emphasis on a word)
- inflection (way voice goes up or down)
- pause (break in reading for emphasis)
- non-verbal communication (gestures, posture, eye contact)

**Scene 1**

What is the SUBTEXT of each of the following?

Juliet

Friar Lawrence

Paris

**Act IV, Scene 3**

**Exploring Juliet's Fears**

1) Read the scene slowly and carefully.

A) Make a LIST of mental pictures created when you read/hear Juliet's soliloquy.

|                                       |
|---------------------------------------|
| *<br><br>*<br><br>*<br><br>*<br><br>* |
|---------------------------------------|

B) What effect do these images have on you?

**Building the Tomb**

If you were going to build the tomb as Juliet sees it in Act IV Scene 3, what props would you need or want?

How would you arrange the props? Sketch them below.



### **Warring Consciences**

Juliet's soliloquy focuses on her internal conflict.

What is it? \_\_\_\_\_ vs. \_\_\_\_\_

List points of her argument for/against taking the potion.

| <b>For</b> | <b>Against</b> |
|------------|----------------|
|            |                |

How have Juliet's fears affected her?

How well do you think she is coping?

Would you be willing to take the risks that Juliet does? Why or why not?

**HOMEWORK:** Read Act IV, Scenes 4 and 5. Make a point-form plot outline for each scene. Circle any words you don't understand.

**Act IV, Scene 5**

**Who is responsible for Juliet's death?**

LIST the characters who have contributed to Juliet's death:

Pick ONE of these characters and go back through the play to find words/actions that might make Juliet feel she had to take such a drastic course of action.

CHARACTER: \_\_\_\_\_

EVIDENCE:

**ACTIVITY:**

Write a poem that shows your chosen character's responsibility in Juliet's death. It should be at least six lines long. It should include at least one quotation.

**Act IV, Scene 5**

**Knowledge**

**/10 marks**

Read the following passages and answer the questions relating to them.

*Mistress! what mistress! Juliet!—Fast, I warrant her, she.*

*Why, lamb! why lady! fie, you slug-a-bed!*

*Why, love, I say, madam! sweetheart! why, bride!*

a) Who is speaking?

b) What is wrong with Juliet?

c) Why are there so many exclamation points? What do they reveal about the character delivering the lines?

*O son! the night before thy wedding day*

*Hath death lain with thy wife. See, there she lies,*

*Flower as she was, deflowered by him.*

*Death is my son-in-law, death is my heir;*

*My daughter he hath wedded.*

d) Who is speaking?

e) To whom is he speaking?

f) What does “*deflowered by him*” mean?



*Heaven and yourself  
Had part in this fair maid; now heaven hath all,  
And all the better is it for the maid.  
Your part in her you could not keep from death,  
But heaven keeps his part in eternal life.*

g) Who is speaking?

h) What is his argument?

What has actually happened to Juliet? (Explain what she has done to contribute to her current state of “seeming dead.”)

**CONSIDER THE WHOLE PLAY**

A) Body count

List all of the characters who are dead by the end of Act V.

B) Review Romeo and Juliet's actions and how they attempted to deal with their problems.

| <b>List Personal Problems</b> | <b>Actions to deal with them</b> |
|-------------------------------|----------------------------------|
| Juliet                        |                                  |
| Romeo                         |                                  |

C) Romeo and Juliet's romance has been linked to death beginning in Act One.

Copy 5 memorable references with the Act, Scene, and Line numbers.

|                               |
|-------------------------------|
| 1.<br><br>Act   Scene   Lines |
| 2.<br><br>Act   Scene   Lines |

|     |       |       |
|-----|-------|-------|
| 3.  |       |       |
| Act | Scene | Lines |
| 4.  |       |       |
| Act | Scene | Lines |
| 5.  |       |       |
| Act | Scene | Lines |

D) List all of the fights throughout the play. Explain what causes each fight, list the fighters, and explain what each fight contributes to the plot.

| <u>Cause</u> | <u>Fighters</u> | <u>Contribution to plot</u> |
|--------------|-----------------|-----------------------------|
|              |                 |                             |

***Romeo and Juliet***  
**Acts III-V Test**

*/25 marks*

*PLEASE RESPOND TO ALL QUESTIONS IN SENTENCE FORM.*

**Part A:        SHORT ANSWER QUESTIONS**

**Write your answers to Part A directly on the test paper.**

1.        Answer the following questions based on this passage:

*Thou detestable maw, thou womb of death,  
Gorged with the dearest morsel of the earth.*

- a) What is the “maw” to which Romeo refers?

- b) What is the “dearest morsel?”

2.        Where and how does Paris die?

3.        What does Juliet use to kill herself once she realizes Romeo is dead?

4.        What item from Friar Lawrence does not reach Romeo in time?

5.        What does Montague say he will do to remember Juliet?

6. Name the two characters dead in the Capulet tomb at the end of the play in addition to Romeo and Juliet.
7. Fill in the blanks to complete the final rhyming couplet of the play. (2 marks)

For \_\_\_\_\_ was a \_\_\_\_\_ of more \_\_\_\_\_

Than this of \_\_\_\_\_ and her \_\_\_\_\_.

**Part B:      ESSAY QUESTION**

**Write a well-organized essay with an introduction, supporting paragraphs and an appropriate conclusion based on ONE of the following statements.**

**Your mark will be based on relevant support from the play, logical organization, writing style and adherence to grammatical conventions.**

Please DOUBLE SPACE YOUR ESSAY.

- 1) Part of the tragedy of *Romeo and Juliet* is how the younger generation pays for the sins of the older generation. Prove this statement by referring to at least THREE incidents.
- 2) *Romeo and Juliet* is really a play about hate, not love. Prove this statement by referring to at least THREE incidents and by showing how they affect the tragedy of the “star-crossed lovers.”
- 3) Show how Romeo and Juliet’s romance has been linked to death since the beginning of play. Prove this statement by referring to at least THREE examples.