

Romeo and Juliet

Consolidation

Homework Booklet



Week 1: Conventions of a Tragedy

Week 2: Plot

Week 3: Theme of Fate

Week 4: Theme of Love

Week 5: Theme of Hate

Week 6: The Characters

Week 1: The Conventions of a Tragedy



Task 1: What is a Tragedy?

Rewrite this in your book filling in the blanks.

For an Elizabethan theatregoer a tragedy referred to fictional stories that appeared in poems or plays. Shakespeare's audience expected a play to be one of three types: a comedy, which usually has a happy ending; a history play, which dramatises stories from the past; or a tragedy, which is characterised by _____ and disaster.

Most Shakespearean tragedies involve characters of very _____ status in society. By presenting the audience with a man with excessive wealth or _____, his eventual downfall fall is all the more _____.

Shakespeare's tragic heroes are all _____. It is this weakness that ultimately results in their downfall. This is called _____. Shakespeare's tragic heroes also often fall victim to _____ pressures. _____, evil spirits, and manipulative characters all play a hand in the hero's downfall.

death	external	tragic	hamartia
flawed	high	power	fate

Task 2: Can I identify the features of a tragedy?

Watch this synopsis of 'Macbeth'

https://www.youtube.com/watch?v=pCsyPkF5U_Y and fill in the grid below.

	The Shakespeare tragedies focus on the fall of a nobleman.	Shakespeare's tragic heroes are all flawed	Shakespeare's tragic heroes fall victim to external pressures. E.g. Fate, evil spirits, and manipulative characters.
Do we see this in Macbeth (tick or cross)			
Where is this evident?			

Now watch the synopsis of Romeo and Juliet:

<https://www.youtube.com/watch?v=6yv-9Tj1U0k> and fill in the grid below:

	The Shakespeare tragedies focus on the fall of a nobleman.	Shakespeare's tragic heroes are all flawed	Shakespeare's tragic heroes fall victim to external pressures. E.g. Fate, evil spirits, and manipulative characters.
Do we see this in Romeo and Juliet? (tick or cross)			
Where is this evident?			

Optional Extension: What do you think makes a tragedy so appealing to audiences?

Write a short paragraph in response to this question.

Remember to submit your work to Teams!

Week 2: Plot Consolidation



Task 1: What happens in Romeo and Juliet? **Read the below summary**

Act I

Romeo and Juliet begins as the Chorus introduces two feuding families of Verona: the Capulets and the Montagues. On a hot summer's day, the young men of each faction fight until the Prince of Verona intercedes and threatens to banish them. Soon after, the head of the Capulet family plans a feast. His goal is to introduce his daughter Juliet to a Count named Paris who seeks to marry Juliet.

Montague's son Romeo and his friends (Benvolio and Mercutio) hear of the party and resolve to go in disguise. Romeo hopes to see his beloved Rosaline at the party. Instead, while there, he meets Juliet and falls instantly in love with her. Juliet's cousin Tybalt recognises the Montague boys and forces them to leave just as Romeo and Juliet discover one another.

Act II

Romeo lingers near the Capulet house to talk with Juliet when she appears in her window. The pair declare their love for one another and intend to marry the next day. With the help of Juliet's Nurse, the lovers arrange to marry when Juliet goes for confession at the cell of Friar Laurence. There, they are secretly married (talk about a short engagement).

Act III

Following the secret marriage, Juliet's cousin Tybalt sends a challenge to Romeo. Romeo refuses to fight, which angers his friend Mercutio who then fights with Tybalt. Mercutio is accidentally killed as Romeo intervenes to stop the fight. In anger, Romeo pursues Tybalt, kills him, and is banished by the Prince.

Juliet is anxious when Romeo is late to meet her and learns of the brawl, Tybalt's death, and Romeo's banishment. Friar Laurence arranges for Romeo to spend the night with Juliet before he leaves for Mantua. Meanwhile, the Capulet family grieves for Tybalt, so Lord Capulet moves Juliet's marriage to Paris to the next day. Juliet's parents are angry when Juliet doesn't want to marry Paris, but they don't know about her secret marriage to Romeo.

Act IV

Friar Laurence helps Juliet by providing a sleeping draught that will make her seem dead. When the wedding party arrives to greet Juliet the next day, they believe she is dead. The Friar sends a messenger to warn Romeo of Juliet's plan and bids him to come to the Capulet family monument to rescue his sleeping wife.

Act V

The vital message to Romeo doesn't arrive in time because the plague is in town (so the messenger cannot leave Verona). Hearing from his servant that Juliet is dead, Romeo buys poison from an Apothecary in Mantua. He returns to Verona and goes to the tomb where he surprises and kills the mourning Paris. Romeo takes his poison and dies, while Juliet awakens from her drugged coma. She learns what has happened from Friar Laurence, but she refuses to leave the tomb and stabs herself. The Friar returns with the Prince, the Capulets, and Romeo's lately widowed father. The deaths of their children lead the families to make peace, and they promise to erect a monument in Romeo and Juliet's memory.

Now, summarise the plot into 5 key moments.

- 1.
- 2.
- 3.
- 4.
- 5.

Task 2: Can you quiz others on your newly consolidated knowledge?

Make a 'Romeo and Juliet Plot Kahoot' made up of no less than 15 questions. Be ready to share this with your teachers and quiz your classmates!

Optional Extension: Using your knowledge from the 'Rhetorical Communication' unit, turn your plot summary into a newspaper article outlining the tragic death of Romeo and Juliet.

Remember to submit your work to Teams!

Week 3: Theme of Fate



Task 1: How is the theme of fate established in Romeo and Juliet?

Read the prologue below and summarise it in no more than 3 sentences. What are we told about the events of this play?

PROLOGUE

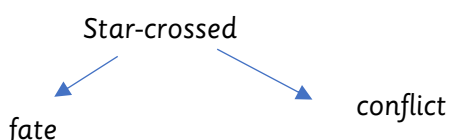
Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life;
Whose misadventured piteous overthrows
Do with their death bury their parents' strife.
The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,
Which, but their children's end, nought 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.

Task 2: If you were to give the prologue a title, what would it be and why?

Task 3: Highlight any parts of the prologue that we can link to the theme of fate.

Task 4: What mood is created in the prologue? Highlight the words that help create this mood and explain why you have picked them.

Task 5: Circle the words 'star-crossed', 'death-mark'd' and 'passage'. Write down the connotations of these words (see below for an example). Remember, connotations are words you associate with other words (ie. What do these words make you think of? What do they suggest?) **Challenge:** can you link all of these words to fate?



Optional Extension: In your opinion, Is fate most to blame for the deaths of Romeo and Juliet? Who or what else could be blamed for their deaths. Write a paragraph explaining your ideas.

Remember to submit your work to Teams!

Week 4: Theme of Love



Romeo and Juliet - Act 1 Scene 5

Context: Having been persuaded to attend the Capulet ball, Romeo sees Juliet for the first time.

Task 1: Read Romeo's speech below:

O, she doth teach the torches to burn bright!
It seems she hangs upon the cheek of night
Like a rich jewel in an Ethiop's ear;
Beauty **too** rich for use, for earth **too** dear!
So shows a snowy dove trooping with crows,
As yonder lady o'er her fellows shows.
The measure done, I'll watch her place of stand,
And, touching hers, make blessed my rude hand.
Did my heart love till now? forswear it, sight!
For I ne'er saw true beauty till this night.

Task 2: Look at the parts of the speech in bold and answer the following questions in full sentences:

1. How would Romeo say 'O' in the opening line of the speech? Would it be happy or sad? Why?
2. What does the simile "Like a rich jewel" suggest about how Romeo views Juliet?
3. What does the repetition of "too" suggest in the quotation "Beauty **too** rich for use, for earth **too** dear!"
4. What does the juxtaposition show in the line "So shows a snowy dove trooping with crows"?
5. What does the last line of the speech suggest about his love for Rosaline?

Task 3: Key Language Features

This is a very poetic monologue.

Highlight a metaphor which suggests that Romeo is entranced with Juliet.

Highlight any references to light and dark in the speech. For example dove/crow suggests white and black.

Optional Extension: Answer the questions on audience response below:

How does this speech show that Romeo is inconsistent in his attitudes to love?

Is this really love at first sight? Is it possible to fall in love this quickly without having exchanged a single word with Juliet? Would the audience be sceptical about Romeo's understanding of love?

Does Shakespeare intend us to be swept along with the pace of events here, making us believe that lives can be transformed in an instant and that love is a powerful emotion?

Remember to submit your work to Teams!

Week 5: Theme of Hate



We will be looking at the theme of hate through the character of Tybalt.

Task 1: Consider the following exchange between Tybalt and Benvolio in Act I, Scene I. What do we already know about Tybalt? If you are stuck, focus on the lines in red. Try and think of FIVE ideas.

TYBALT

What, art thou drawn among these heartless hinds?

Turn thee, Benvolio, **look upon thy death.**

BENVOLIO

I do but keep the peace: put up thy sword,

Or manage it to part these men with me.

TYBALT

What, drawn, and talk of **peace! I hate the word,**

As I hate hell, all Montagues, and thee:

Have at thee, **coward!**

What do we know about Tybalt already?

- 1.
- 2.
- 3.
- 4.
- 5.

Task 2: Read the following exchange between Tybalt and Lord Capulet. Tybalt has just noticed that Romeo has gate crashed the Capulet party.

TYBALT

This, by his voice, should be a Montague.

Fetch me my rapier, boy. What dares the slave

Come hither, cover'd with an antic face,

To flear and scorn at our solemnity?

Now, by the stock and honour of my kin,

To strike him dead, I hold it not a sin.

CAPULET

Why, how now, kinsman! wherefore storm you so?

TYBALT

Uncle, this is a Montague, our foe,

A villain that is hither come in spite,

To scorn at our solemnity this night.

CAPULET

Young Romeo is it?

TYBALT

'Tis he, that villain Romeo.

CAPULET

Content thee, gentle coz, let him alone;
He bears him like a portly gentleman;
And, to say truth, Verona brags of him
To be a virtuous and well-govern'd youth:
I would not for the wealth of all the town
Here in my house do him disparagement:
Therefore be patient, take no note of him:
It is my will, the which if thou respect,
Show a fair presence and put off these frowns,
And ill-beseeming semblance for a feast.

TYBALT

It fits, when such a villain is a guest:

I'll not endure him.

CAPULET

He shall be endured:

What, goodman boy! I say, he shall: go to;
Am I the master here, or you? go to.
You'll not endure him! God shall mend my soul!
You'll make a mutiny among my guests!
You will set cock-a-hoop! you'll be the man!

TYBALT

Why, uncle, 'tis a shame.

CAPULET

Go to, go to;
You are a saucy boy: is't so, indeed?
This trick may chance to scathe you, I know what:
You must contrary me! marry, 'tis time.
Well said, my hearts! You are a princox; go:
Be quiet, or--More light, more light! For shame!
I'll make you quiet. What, cheerly, my hearts!

TYBALT

Patience perforce with wilful choler meeting
Makes my flesh tremble in their different greeting.

I will withdraw: but this intrusion shall

Now seeming sweet convert to bitter gall.

Task 3: Answer the following questions in full sentences:

1. Why does Tybalt think it would not be a sin to kill Romeo?
2. Tybalt immediately asks for his sword. What does this show us about his character?
3. What does Tybalt keep calling Romeo? Why?
4. How does Tybalt leave the scene? What does this tell us about him? *bitter gall = anger.

Optional Extension: Write an analytical paragraph answering the following question:
How does Shakespeare present the theme of hate through the character of Tybalt?

Remember to submit your work to Teams!

Week 6: The Characters



Task 1:

Fill in the grid on the following page (you may want to create a similar grid in your exercise books) and then answer the following questions:







Which character changes the most in the play? Explain your choice.

Which character changes the least in the play? Explain your choice.

Which character is the most important? Why?

Which character is the least important? Why?

The characters of *Romeo and Juliet*

Who?	What are they like? (list any adjectives)	How do they change through the play?	What is their PURPOSE? Why are they included in the play?
 <p>Romeo</p>	<p>Romantic Emotional Impulsive</p>	<p>Romeo begins the play as a Petrarchan lover – he is infatuated with Rosaline. He finds a deeper and more sincere connection with Juliet. However, he is very emotional and behaves impulsively, getting himself banished. He kills himself for love showing his true affections for Juliet.</p>	<p>He is a flawed tragic hero!</p>
 <p>Juliet</p>			
 <p>Lord Capulet</p>			
 <p>Lady Capulet</p>			
 <p>Friar Laurence</p>			
 <p>Nurse</p>			

 <p>Benvolio</p>			
 <p>Mercutio</p>			
 <p>Tybalt</p>			

Optional Extension: Answer the following questions.

Which character is the most symbolically significant and why?

Which character is the least symbolically significant in the play and why?

Remember to submit your work to Teams!