GCSE ENGLISH LITERATURE: ROMEO & JULIET

TEACHER GUIDE & STUDENT WORKSHEETS

This booklet is a companion to the online curriculum available at www.yourfavouriteteacher.com.

It includes the content from the ‘Romeo & Juliet’ course.
Shakespeare: Romeo & Juliet

This pack covers context, plot outline, character and theme analysis, together with some exam style questions and answers.

This booklet contains:

- Suggested teaching order
- Learning objectives for each session
- Questions or activities that tutors could use in their sessions
- A worksheet for each session
- Exam style questions

Suggested Teaching Order and Learning Objectives

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Focus</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plot Overview &amp; Structure</td>
<td>To consolidate understanding of the plot and be able to detail key events. To be able to show an understanding of the play’s structure and begin to analyse how Shakespeare uses structure to achieve effects.</td>
</tr>
<tr>
<td>2</td>
<td>Romeo</td>
<td>To be able to form a critical response to Romeo’s characterisation in the play, using textual references to support interpretations.</td>
</tr>
<tr>
<td>3</td>
<td>Juliet</td>
<td>To be able to analyse Shakespeare’s use of language, form and structure in relation to Juliet’s characterisation.</td>
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<tr>
<td>4</td>
<td>Mercutio, Tybalt &amp; Benvolio</td>
<td>To be able to identify the key events that link to these characters and analyse how Shakespeare has used them to drive the plot forward.</td>
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<tr>
<td>5</td>
<td>The Capulets and Montagues</td>
<td>To be able to use textual references to show an understanding of the two families, forming a developed response.</td>
</tr>
<tr>
<td>6</td>
<td>Minor Characters</td>
<td>To be able to understand the significance of the minor characters and how they link to the social &amp; historical context of the play.</td>
</tr>
<tr>
<td>7</td>
<td>Theme: Conflict</td>
<td>To be able to identify the key events linked to this key theme. To begin to show an understanding of the key relationships between the text and it’s social, historical contexts.</td>
</tr>
<tr>
<td>8</td>
<td>Theme: Religion &amp; Fate</td>
<td>To maintain a critical style and develop an informed personal response to Shakespeare’s references to religion and fate in the play.</td>
</tr>
<tr>
<td>9</td>
<td>Theme: Love</td>
<td>To be able to show an understanding of the relationships between this theme and the social, historical context of the time.</td>
</tr>
<tr>
<td>10</td>
<td>Revision</td>
<td>To consolidate understanding of the play, key characters, events and themes, using textual references confidently throughout</td>
</tr>
</tbody>
</table>
### Suggested Questions for Discussion and/or Activities

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Questions/ Activities</th>
</tr>
</thead>
</table>
| 1      | • How does the Prologue establish the key themes of family, loyalty and fate?  
        | • What happens in each act, and how does it propel the characters towards their fates?  
        | • Why does the story unfold so quickly, over just a few days?  
        | • Why do you think Shakespeare chose to tell the audience the ending right at the start of the play? |
| 2      | • How does Romeo seem when we first meet him? Why?  
        | • How does Romeo compare to other young male characters like Mercutio, Benvolio and Tybalt?  
        | • How do others see Romeo?  
        | • What are his greatest character flaws, and most admirable qualities?  
        | • Do you think Romeo had to kill Tybalt, or was this an error? Explain.  
        | • How does Romeo treat Juliet, compared to Rosaline? |
| 3      | • How typical is Juliet of women in her position in Elizabethan times?  
        | • Is Juliet desperate to marry? How do you know?  
        | • Does Juliet dislike Paris?  
        | • Why do you think Juliet fell in love with Romeo? How does she express this?  
        | • What does Juliet mean by ‘I have bought the mansion of love, but not yet possessed it’?  
        | • Do you think Juliet should have pretended to kill herself? Explain. |
| 4      | • How does each character’s name hint at their personality?  
        | • Which of the three shows better loyalty to their family? Why?  
        | • Is Tybalt a bad character?  
        | • In Act 3 Scene 1, why does Mercutio fight Tybalt?  
        | • Is Mercutio right to blame Romeo for his death?  
        | • Do you think Tybalt enjoys the family feud, or dislikes it? Why?  
        | • How do these characters reflect aspects of the theme ‘male honour’? |
| 5      | • How are the two families similar/different?  
        | • How does their approach to parenting differ?  
        | • Why do you think we see so much more of the Capulets in the play than the Montagues? What does this tell us about the roles of parents in the context?  
        | • How/when is Lord Capulet presented as a good father?  
        | • How/when is he presented as controlling, mean and abusive? How do you think the Elizabethan audience would have seen him?  
        | • Some say that Lady Capulet was doing her best to care for Juliet by getting her into a successful marriage. To what extent do you agree/disagree? |
| 6      | • Which characters would you say are minor?  
        | • How does each character contribute to the main plot line(s)?  
        | • What theme(s) could you link the minor characters to in the play?  
        | • Which minor characters could you link to the play’s main characters and why? |
| 7      | • Why are the Capulet and Montague families in conflict? What ends this conflict?  
        | • When and why are Romeo and Juliet in conflict?  
        | • When do Romeo and his friends have conflict?  
        | • Why is the character of Tybalt in conflict with almost everyone?  
        | • What do the people and leaders of Verona think of the family conflict?  
        | • When do the Nurse and Juliet have conflict? What does this reveal about their characters? |
| 8 | • What did the Elizabethans believe about Fate?  
  • What sorts of imagery are used to describe fate?  
  • How does the concept of fate contrast with the idea of personal responsibility?  
  • Were Romeo and Juliet always destined to fall in love, and to die? Why?  
  • How do start and end of the play relate to the idea of fate?  
  • Which religion was most dominant at the time of the play, and how did this influence the narrative?  
  • How would the contemporary audience have seen the role of the Friar? |
|---|---|
| 9 | • This play is about love, but it’s considered a tragedy. Why?  
  • How does Shakespeare contrast Romeo’s love for Rosaline with his love for Juliet?  
  • Does Lord Capulet love his daughter? Explain.  
  • How do Tybalt, Mercutio and Benvolio show their love of their friends and family?  
  • Are there times in the play when love is negative, or a challenge for the characters?  
  • Some say Friar Laurence made great mistakes because of his love for Romeo. So what extent do you agree/disagree? |
| 10 | • What are the key events in the play?  
  • Who are the key characters, and what role does each of them play in moving the story forward?  
  • What is the key message or purpose of this tragedy?  
  • How would contemporary audiences have felt about the romance between Romeo and Juliet? How might modern audiences feel similarly/differently?  
  • How do we know Romeo and Juliet’s love is special?  
  • How could the tragic ending have been avoided? |
Plot Overview Worksheet

Note down all the key events from each of the Acts.

Act One

Act Two

Act Three

Act Four

Act Five
Romeo Worksheet

1. In what ways does Shakespeare convey different sides to Romeo’s personality?

2. How does Shakespeare convey Romeo’s attitude towards love?

3. How does Shakespeare use Romeo to present ideas about masculinity?
4. In what ways does Shakespeare present Romeo as being a reckless character?
5. In what way does Romeo contribute to the death of Mercutio?

6. How would you describe Romeo’s relationship with his father?
7. Do you think Romeo is impulsive in Romeo and Juliet? Justify your opinion with quotes.

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8. Is the love between Romeo and Juliet infatuation or deep love?

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9. How did societal standards affect young men at the time?
Juliet Worksheet

1. How does Juliet develop over the course of the play?

2. How does Shakespeare convey Juliet as being different to the average girl during the era?

3. In what ways does Shakespeare present ideas about femininity?
4. Would you consider Juliet as being an intelligent character or a naive one?

5. What is Juliet’s approach to love like? Include quotes to explain your answer.
6. How would you describe Juliet’s personality?

7. What is the relationship like between Juliet and Lord Capulet?
8. How does Juliet feel about Love? How do her feelings change throughout the play?
Mercutio, Tybalt & Benvolio Worksheet

1. How does the character of Mercutio contrast with the character of Tybalt?
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2. Do you think the feud between the Capulet and Montague family is to blame for the death of Mercutio?
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3. Why does Juliet not mourn over the death of Tybalt as much as she does the banishment of Romeo?
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4. Why do you think Shakespeare decided to kill off Mercutio first in the play?

5. Why do you think Tybalt always try to start a fight with the Montague family?
Match up Worksheet (starter activity)

Match the following quotes from Romeo and Juliet to the correct character.

<table>
<thead>
<tr>
<th>Character</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romeo</td>
<td>“Thy tears are womanish; thy wild acts denote The unreasonable fury of a beast”</td>
</tr>
<tr>
<td></td>
<td>“My only love sprung from my only hate!”</td>
</tr>
<tr>
<td></td>
<td>“poor soul, thy face is much abused with tears”</td>
</tr>
<tr>
<td></td>
<td>“It is the east, and Juliet is the sun”</td>
</tr>
<tr>
<td></td>
<td>“O, she doth teach the torches to burn bright”</td>
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<tr>
<td></td>
<td>“You kiss by the book”</td>
</tr>
<tr>
<td></td>
<td>“These violent delights have violent ends”</td>
</tr>
<tr>
<td></td>
<td>“With love’s light wings did I o’verperch there walls, For stony limits cannot hold love out”</td>
</tr>
<tr>
<td></td>
<td>“Thus with a kiss I die”</td>
</tr>
<tr>
<td>Paris</td>
<td></td>
</tr>
<tr>
<td>Juliet</td>
<td></td>
</tr>
<tr>
<td>Friar Lawrence</td>
<td></td>
</tr>
<tr>
<td>Juliet</td>
<td></td>
</tr>
<tr>
<td>Romeo</td>
<td></td>
</tr>
<tr>
<td>Friar Lawrence</td>
<td></td>
</tr>
<tr>
<td>Romeo</td>
<td></td>
</tr>
<tr>
<td>Juliet</td>
<td></td>
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</tbody>
</table>
Capulets and Montagues Worksheet

1. How does Shakespeare convey the Capulet family as being different from the Montague family?

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2. How does the parenting style of Lord Capulet and Lord Montague compare and contrast?

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3. How does Juliet’s relationships with her parents develop through the play?

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4. Do you think the Montagues are good parents compared to the Capulets? Explain why?

5. How does the older and younger generation differ in their attitudes towards their enemies?
Minor Characters Worksheet

1. How does the nurse change throughout the course of the play?

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2. Do you believe Friar Lawrence is responsible for the death of Romeo and Juliet?

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3. In what ways does Paris’s love style differ from Romeo’s?

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4. What is the role of the Prince of Verona?

5. In what ways could Friar Lawrence be considered a suspicious character?
Minor Characters Activity

What is each of the minor characters’ main purpose in the play?

<table>
<thead>
<tr>
<th>Character</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friar Lawrence</td>
<td></td>
</tr>
<tr>
<td>The Nurse</td>
<td></td>
</tr>
<tr>
<td>The Prince</td>
<td></td>
</tr>
<tr>
<td>Paris</td>
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</tbody>
</table>

Who do you think is the most important minor character? Explain why.

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**Theme Worksheet: Conflict**

<table>
<thead>
<tr>
<th>What contextual links could you make between this theme and the play?</th>
<th>For each character listed on the left, what quote could you use that ties in with the theme? Circle key words and annotate your interpretations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List at least three characters you would link to this theme:</td>
<td></td>
</tr>
<tr>
<td>To what extent is the play as a whole about hate? Explain your answer.</td>
<td></td>
</tr>
</tbody>
</table>
Theme Worksheet: Religion & Fate

<table>
<thead>
<tr>
<th>What contextual links could you make between this theme and the play?</th>
<th>For each character/event, what quote could you use that ties in with the theme? Circle key words and annotate your interpretations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List at least three characters you would link to this theme:</td>
<td></td>
</tr>
<tr>
<td>List at least three key events you would link to this theme:</td>
<td></td>
</tr>
</tbody>
</table>
# Theme Worksheet: Love

To what extent is the play as a whole about love? Explain your answer.

<table>
<thead>
<tr>
<th>For each character/event, what quote could you use that ties in with the theme? Circle key words and annotate your interpretations.</th>
</tr>
</thead>
</table>

List at least three characters you would link to this theme:

List at least three key events you would link to this theme:
## Revision Worksheet

<table>
<thead>
<tr>
<th>Romeo</th>
<th>Juliet</th>
<th>Mercutio, Tybalt &amp; Benvolio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Capulets &amp; Montagues</th>
<th>Minor Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Fill each section with as much knowledge as you can – quotes, characters, key events &amp; context!</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Love</th>
<th>Conflict</th>
<th>Religion &amp; Fate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

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Romeo & Juliet: Exam Style Question

This extract is from Act 2, Scene 2, when Romeo visits Juliet underneath the balcony.

ROMEO
With love’s light wings did I o’er-perch these walls;
For stony limits cannot hold love out,
And what love can do that dares love attempt;
Therefore thy kinsmen are no let to me.

JULIET
If they do see thee, they will murder thee.

ROMEO
Alack, there lies more peril in thine eye
Than twenty of their swords: look thou but sweet,
And I am proof against their enmity.

JULIET
I would not for the world they saw thee here.

ROMEO
I have night’s cloak to hide me from their sight;
And but thou love me, let them find me here:
My life were better ended by their hate,
Than death prorogued, wanting of thy love.

JULIET
By whose direction found’st thou out this place?

ROMEO
By love, who first did prompt me to inquire;
He lent me counsel and I lent him eyes.
I am no pilot; yet, wert thou as far
As that vast shore wash’d with the farthest sea,
I would adventure for such merchandise.
Starting with this extract, explain how Shakespeare presents Romeo as strongly affected by love?

(34 marks)

Write about:
- How Romeo is strongly affected by love in the extract
- How Romeo is strongly affected by love in the play as a whole

**Grade 5 Example Paragraphs**

In the balcony scene, Romeo is seen as strongly affected by love where Shakespeare foreshadows Romeo and Juliet’s fatal ending. Shakespeare uses a metaphor when Romeo says he “would adventure for such merchandise”. The use of the verb ‘adventure’ links to something dangerous, highlighting Shakespeare’s concern that following true love can be bad. The noun ‘merchandise’ reminds the audience of women being seen as objects and a prize to be won which reinforces male and female stereotypes of the time. Romeo is affected by love due to his growing obsession with Juliet, despite only just meeting her. Prior to this extract, Romeo also uses a series of oxymorons when he is talking to Mercutio about his love for Rosaline: “O Brawling love! O loving hate!” The audience could see Romeo as fickle because he originally loved Rosaline, and now loves Juliet which highlights how he is easily influenced by love. The negative verb ‘brawling’ and noun ‘hate’ show how his love for Rosaline weakens his spirit and energy, which shows the negative aspects of being affected by love. The use of exclamation marks reinforce just how much his unrequited love for Rosaline has affected Romeo.

**Grade 9 Example Paragraphs**

Shakespeare contrasts true love and courtly love in the play, showing Romeo as being strongly affected by both. Act two, scene two is a pivotal scene in allowing Shakespeare to highlight how true love empowers Romeo. He informs Juliet that he entered her garden by “o’er perch[ing]” the walls with “love’s light wings”. Shakespeare uses a metaphor to reveal how Romeo’s love for Juliet makes him feel weightless, enthusiastic and confident. This is clear from the use of the verb ‘o’er-perched’ and strengthened through the adjective ‘light’, which has Romeo feeling as though everything is possible. True love empowering Romeo is demonstrated again through the second metaphor “I have night’s cloak to hide me from their sight,” suggesting that Romeo believes something untouchable, like darkness, makes
him feel strong and brave. This consolidates the idea that he feels anything is possible now he has found Juliet.

Elsewhere in the play, love doesn’t have the same effect on Romeo. In act one, he thinks he is in love with Rosaline which has the opposite effect on him. He complains to Mercutio “Under love’s heavy burden do I sink”- a different metaphor which encapsulates the futile process of courtly love and how it makes Romeo physically suffer due to his love being unrequited. Shakespeare uses the adjective ‘heavy’, implying that Romeo feels defeated by love and the verb ‘sink’ consolidates this view. Unrequited love has Romeo feeling overwhelmed, which is different to how he feels around Juliet. By contrasting the positive feelings associated with true love which the damaging effects of courtly love, Shakespeare cleverly makes a criticism of Elizabethan society. It becomes clear that Shakespeare is a supporter of true love and has a low opinion of the Elizabethan obsession with materialistic relationships based on power, status or reputation.