

CLASSICAL COMICS STUDY GUIDE

Romeo & Juliet

Making Shakespeare accessible for teachers and students

Suitable for KS3

Written by: Karen Wenborn



Bringing Classics to Life

CLASSICAL COMICS STUDY GUIDE

Romeo and Juliet

First UK Edition

Copyright ©2008 Classical Comics Ltd.
All rights reserved.

Copyright notice: This downloadable resource is protected by international copyright law. Teachers and students are free to reproduce these pages by any method without infringing copyright restrictions, provided that the number of copies reproduced does not exceed the amount reasonably required for their own use.

Under no circumstances can these resources be reused in whole or in part, for any commercial purposes, or for any purposes that are competitive to, or could be deemed to be in competition with, the business of Classical Comics Ltd.

Written by: Karen Wenborn
Design by: Jo Wheeler
Layout by: Carl Andrews
Character design and original artwork by: Will Volley
Lettering: Clive Bryant

Rights: The rights of Will Volley and Clive Bryant to be identified as artists of this work have been asserted in accordance with the Copyright, Designs and Patents Act 1988 sections 77 and 78.

Acknowledgments: Every effort has been made to trace copyright holders of material reproduced in this book. Any rights not acknowledged here will be acknowledged in subsequent editions if notice is given to Classical Comics Ltd.

All enquiries should be addressed to:
Classical Comics Ltd.
PO Box 7280
Litchborough
Towcester
NN12 9AR, UK
Tel: 0845 812 3000

education@classicalcomics.com
www.classicalcomics.com

Whilst all care has been taken to ensure the accuracy of the information provided, Classical Comics Ltd disclaims all warranties; expressed or implied, for any errors or omissions. Classical Comics Ltd are not responsible or liable for any alleged damage arising from reliance upon the information provided, which is provided "as-is" without guarantee or warranty.

CONTENTS

LANGUAGE

Metaphors & Similes4
 Missing Words6
 How Insulting!7
 Shakespeare’s Language9
 Word Search11

CHARACTER

Character & Motivation12

PLOT AND THEMES

Ideas, Themes & Issues -Mind maps13
 What Happens Next?.....14

PERFORMANCE

Performing a speech from the Play17

ART

Colour Me In19

ANSWERS

Word Search Solution21



METAPHORS AND SIMILES

WORKSHEET 1

Metaphor

A metaphor compares two things in a similar way to a simile, except it gives a description to something that at first doesn't seem to fit but is actually saying something about the qualities of what it is describing. Look for the use of 'is' or 'was' and 'are' or 'were' instead of 'like' or 'as'.

For example:

"She is a beautiful rose" "He was an exploding volcano!"

"It is the east, and Juliet is the sun!" "Love is a smoke raised with the fume of sighs "

Simile

A simile is a figure of speech where the writer compares two things that seem at first to be nothing like each other. A simile always uses the words 'like' or 'as'.

For example:

"She is as beautiful as a rose"

"You're as greedy as a pig" "You were like an angel to me"

Re-read the text looking for examples of metaphor and simile.

If possible, underline or highlight them when you find them.

Put 'Metaphor'(M), 'Similie (S)' or 'Neither' (N) in the margin next to each one.



TASK:

Discuss this as a group. Have you identified them correctly?

Use the work sheet to list them.

Look again at the following from the set text speeches.	Metaphor (M), Similie (S) or Neither (N)	Explain on the work sheet what is being said in these speeches.
<p>Alack, there lies more peril in thine eye Than twenty of their swords. Look thou but sweet And I am proof against their enmity.</p> <p>I am no pilot, yet wert thou as far As that vast shore washed with the farthest sea, I would adventure for such merchandise.</p> <p>'Tis but thy name that is my enemy. Thou art thyself, though not a Montague. What's 'Montague'? It is nor hand, nor foot, Nor arm, nor face, nor any other part Belonging to a man. O, be some other name!</p> <p>O swear not by the moon, th' inconstant moon, That monthly changes in her circled orb, Lest that thy love prove likewise variable.</p>		

METAPHORS AND SIMILES

Look again at the following from the set text speeches.	Metaphor (M), Similie (S) or Neither (N)	Explain on the work sheet what is being said in these speeches.
<p>Well, do not swear. Although I joy in thee, I have no joy of this contract tonight. It is too rash, too unadvised, too sudden – Too like the lightning, which doth cease to be Ere one can say 'It lightens'.</p> <p>A thousand times the worse, to want thy light! Love goes toward love as schoolboys from their books, But love from love, toward school with heavy looks.</p> <p>He jests at scars that never felt a wound.</p>		



MISSING WORDS

WORKSHEET 2

To complete the sentences below, underline the correct word in the box, and then write it in the gap.

Be careful – there are some traps in the box!

1. Could we but learn from whence his _____ grow,
We would as willingly give _____ as know.
2. Here were the servants of your _____
And yours, close fighting ere I did approach.
I drew to part them. In the instant came
The _____ Tybalt, with his sword prepared,
Which, as he breathed _____ to my ears,
He swung about his head and cut the _____,
Who, nothing hurt withal, hissed him in scorn.
3. What is it else? A _____ most discreet,
A choking _____, and a preserving sweet.
4. O that I were a _____ upon that hand,
That I might _____ that cheek!
5. This _____ feel I, that feel no love in this.
6. O, teach me how I should forget to _____!
7. Bid a sick man in sadness make his will –
A word _____ urged to one that is so _____.
In sadness, cousin, I do love a woman.
8. What's in a name? That which we call a _____
By any other word would _____ as sweet.

hunted remorse
sinews prize
madness part bad
passion deformity
man undo think
Good boded word
knife hearing bind
wert spurn cure
spear kindness
dignity Turn kill
brave mock
adversary blood wits
tie words trash
beggar hang sword
mouth kind gall
honour forgiveness
virtuous fiery good
tease confuse staff
labours mood
wooden senses
state sorrows stink
fresh by lazy idle
garments stick
winds wife prince
Love ill rose
smell taste look
seem glove touch
feel stroke hate
defiance



SHAKESPEARE'S INSULTS!

WORKSHEET 3

Shakespeare often made up his own words, especially when he wanted to create strong images. Many of these were used by characters to insult each other. Can you work out which words are still used today? Match one word from Column 1 with one word from Column 2 and one from Column 3. Cut them out and shuffle them around. Try different combinations to see who can produce the most offensive insult! Put the word 'thou' (you) at the beginning and you have a sentence.

Words made from putting two words together are called compound words. Can you work out what some of them might mean?

Column 1: Adjective	Column 2: Compound Adjective	Column 3: Nouns and Compound Nouns
artless	base-court	apple-john
bawdy	bat-fowling	baggage
beslubbering	beef-witted	barnacle
bootless	beetle-headed	basket-cockle
burly-boned	boil-brained	bladder
caluminous	brazen-faced	blind-worm
churlish	bunch-back'd	boar-pig
cockered	clapper-clawed	braggart
clouted	clay-brained	bugbear
craven	common-kissing	canker-blossom
cullionly	crook-pated	clotpole
currish	dismal-dreaming	coxcomb
dankish	dizzy-eyed	codpiece
dissembling	doghearted	cur
droning	dread-bolted	death-token
errant	earth-vexing	devil-monk
fawning	elf-skinned	dewberry
fishified	fat-kidneyed	flap-dragon
fobbing	fen-sucked	flax-wench
frothy	flap-mouthed	flirt-gill
fusty	fly-bitten	foot-licker
gleeking	folly-fallen	fustilarian
goatish	fool-born	giglet
gorbellied	full-gorged	gudgeon
impertinent	guts-gripping	haggard
infectious	half-faced	harpy
jarring	hasty-witted	hedge-pig
loggerheaded	hedge-born	horn-beast
lumpish	hell-hated	hugger-mugger
mammering	idle-headed	jolt-head
mangled	ill-breeding	lewdster
misbegotten	ill-nurtured	lout
mewling	knotty-pated	malcontent
odiferous	leaden-footed	maggot-pie

SHAKESPEARE'S INSULTS!

Column 1: Adjective	Column 2: Compound Adjective	Column 3: Nouns and Compound Nouns
paunchy	lily-livered	malt-worm
poisonous	malmsey-nosed	mammet
pribbling	milk-livered	measle
puking	motley-minded	minnow
puny	muddy-mettled	miscreant
qualling	onion-eyed	mouldwarp
rampallian	pigeon-liver'd	mumble-news
rank	plume-plucked	nut-hook
reeky	pottle-deep	pigeon-egg
roguish	pox-marked	pignut
ruttish	reeling-ripe	popinjay
saucy	rough-hewn	puttock
spleeny	rude-growing	pumpion
spongy	rump-fed	rascal
surly	scale-sided	ratsbane
tottering	scurvy-valiant	scullion
unmuzzled	shard-borne	scut
unwash'd	sheep-biting	skainsmate
venomed	spur-galled	strumpet
villainous	swag-bellied	toad
warped	tardy-gaited	varlot
wart-necked	tickle-brained	vassal
wayward	toad-spotted	whey-face
weedy	unchin-snouted	wagtail
whoreson	weather-bitten	yoke-devil

GAME:

Divide the class into two. Line up the two halves facing each other, making Line 1 and Line 2. This may be best done outside! Take turns to shout out words from the list as follows:

1. The first person in Line 1 calls out a word of his or her choice from Column 1.
2. The first person in Line 2 has to respond with a word starting with the same letter from Column 2.
3. The second person in Line 1 then completes the insult with any word from Column 3.
4. The process starts again with the second person in Line 2, and so on.

Optional extra rule:

Everyone must listen and try to avoid repeating words that have already been called out.

Anyone who repeats a word is 'out' and has to leave the line.

The game continues until only a few people are left or the words have all been used up.

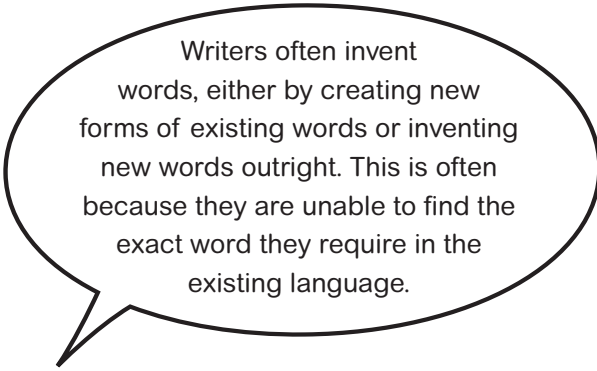


SHAKESPEARE'S LANGUAGE

WORKSHEET 4

Shakespeare invented more than 1,000 words, and rather a lot of new phrases too!

He was by far the most important individual influence on the way the modern English that we speak today was developed.



Writers often invent words, either by creating new forms of existing words or inventing new words outright. This is often because they are unable to find the exact word they require in the existing language.

Here are just some of the words:

frugal	accommodation
palmy	aerial
gloomy	amazement
gnarled	apostrophe
hurry	assassination
impartial	auspicious
inauspicious	baseless
indistinguishable	bloody
invulnerable	bump
lapse	castigate
laughable	changeful
lonely	generous
majestic	submerge
misplaced	suspicious
monumental	countless
multitudinous	courtship
obscene	critic
seamy	critical
perusal	dexterously
pious	dishearten
premeditated	dislocate
radiance	dwindle
reliance	eventful
road	exposure
sanctimonious	fitful

How many other words can you find that are attributed to Shakespeare?

SHAKESPEARE'S LANGUAGE

And here are some of the phrases:

“All's well that ends well”

“Eaten me out of house and home”

“Method in his madness”

“To thine own self be true”

“Towering passion”

“The course of true love never did run smooth”

“Wild-goose chase”

“Too much of a good thing”

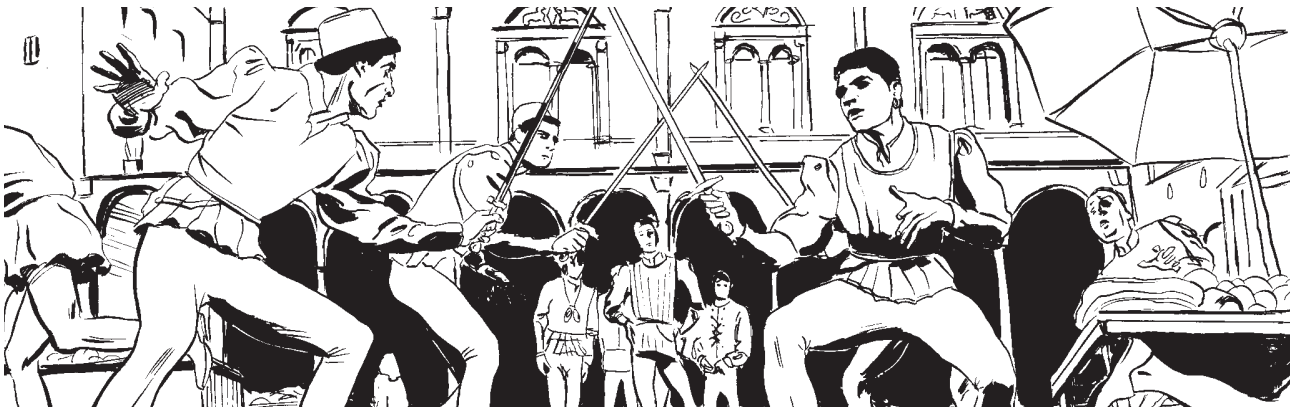
“Neither a borrower nor a lender be”

“Uneasy lies the head that wears a crown”

“In the twinkling of an eye”

TASKS:

1. Can you pick ten of Shakespeare's words, and give their meanings?
2. Pick another five words, and make sentences that include them.
3. Write a paragraph using one of Shakespeare's phrases.
4. Find another phrase coined by Shakespeare that isn't shown here.
5. Make up a word and phrase of your own, giving meanings for both.
6. Find out which plays the above sayings came from.
7. Give an explanation of each saying in your own words.



WORD SEARCH

WORKSHEET 5

Find each of the following words. They could run in any direction, including backwards!

SHRIFT	TYBALT	MONTAGUE	SHAKESPEARE
GALL	GRIEVANCE	STARCROSSED	DOCTRINE
ROMEO	TRANSGRESSION	JULIET	BENVOLIO
ROSE	BEAUTY	NURSE	CUPID'S
ENEMY	ENVOIOUS	AUGMENTING	ADVERSARY
TYRANNOUS	VERONA	PORTENTOUS	LOVE

E N V I O U S B E A U G M E N T I N G S D I P U C
 G N I T N E M G U A T L A B Y T G E S R U N T Y B T
 I E S O R O S E Y T U A E B E N I R T C O D E S O R
 N S A R G U G M L A N E O I L O V N E B R L O V E N
 E U N A L N I N N C E S E B I A D V E R S A R Y S I
 R O O N D N I O I S G O U L E E R A E P S E K A H S
 A I R O E V R T R T M R O A S S R O S E E V G A L L
 E V E R L E E U N O N V I S A I U G D J E N E M Y J
 P N V E V G N R R E N E O B R E N O T S I T L A B T
 S E C V E R O E S E M R M H E I U T T T T E L O V E
 E E N V I O U S B A C G S G T N E G N N U R S E A N
 K T Y B A L T N E R R U U N U I V E A B E A U T Y R
 A T Y B A L T M A S M Y E A L A M O E T N T L O V E
 H S T R T E A T O S R M A U K G Y G L E N U R O M S
 S U T A O S D U N G U J S U C M E E I N O R O O S
 T D A A Y N G O V U T G N A P R E N M E O E M E P U
 S I E A T I N E A E T A E V O L N I E U G A T N O M
 H P B N U N I O N O R O G A D V E R S A R Y S B Y T
 A U S O A R T N U L A S Y U S P A T E N V I O U S S
 K C I R E A N U R S L N A U E T N C A V A N O R E V
 E Y Y E B T E R S G E A O R F C B O J U L I E T S A
 S T U V A S M S E S E N G I Y M E D I S D I P U C
 P S G T D U G E O V N L R T R A N S G R E S S I O N
 E U N G O O U R V A R H L B E N V O L I O N T E N N
 A O I N T N A Y R A S R E V D A O M E N E M Y N N T
 R T T I G N T Y R A N N O U S C L O B U E Y T E A B
 E N N T C A T S U O N N A R Y T I R O S E N R M R O
 C E E N U R L S I R O S E E O D O C T R I N E Y Y O
 U T M E P Y L L O E M O R Y R A S R E V D A S M T L
 P R G M I T B E N V O L I O I L O V N E B A R E Y P
 I O U G D O E M O R A U G M E N T I N G Y N O S S A
 D P A U F I N C U P I D S J U L I E T M M O R E
 O P A S N E C N A V E I R G R T Y M E N E R O F
 S A O G R I E V A N C E E C N A V E I R G N O N M V
 N R O S E E N U R S E A P O R T E N T O U S U I E N
 O E B C O T E L A A P T I O O A E E B O M R S E M S

CHARACTER AND MOTIVATION

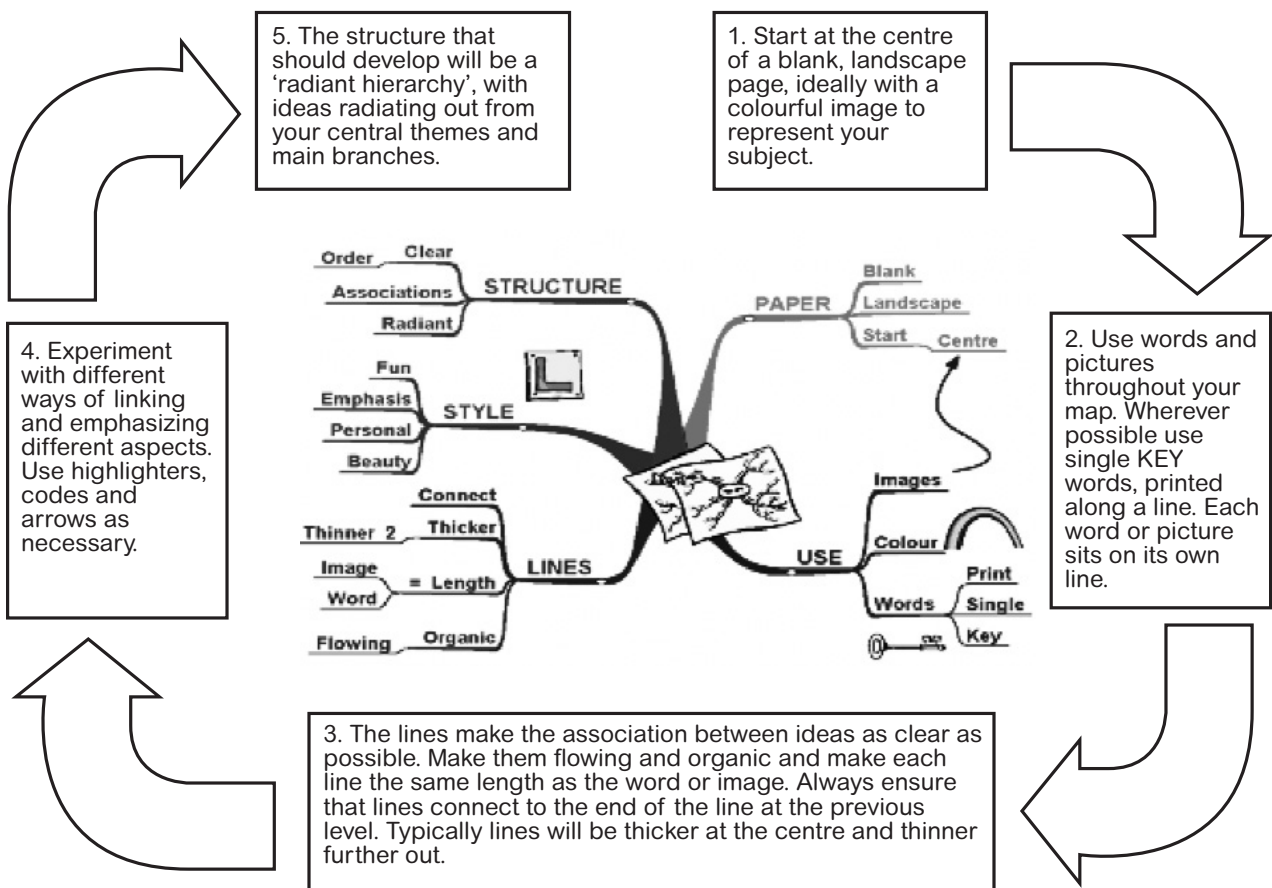
WORKSHEET 6

Here we explore links and relationships between the key characters, although the mind map can be used in many ways to explore other themes within the play, such as motivation.

TASK:

Draw a mind map linking Romeo, Juliet and Benvolio

Explain the connections, using quotes where you can. Below is an example of a mind map.



Use one of the images from the book in the centre of the page to start you off. Or perhaps a heart to show how behaviour is influenced by love.

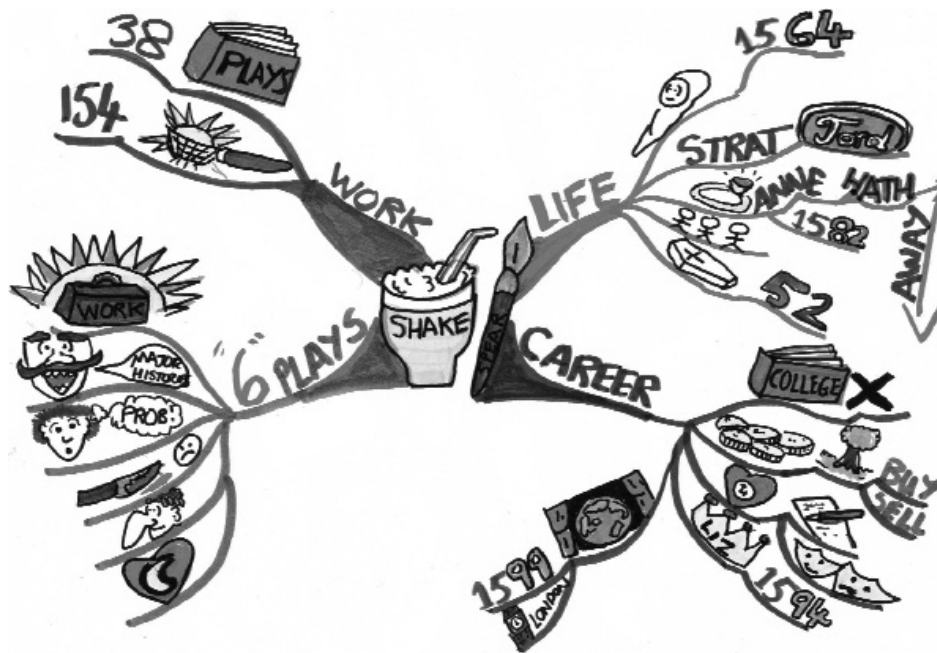
Now draw lines to each character showing who loves whom, how they are connected in other ways and any other 'joining' threads you can think of.

TASK 2

In your own words describe the problems facing Romeo and Juliet.

IDEAS, THEMES AND ISSUES

WORKSHEET 7



GROUP WORK AND DISCUSSION:

1. In groups, create a Mind Map of all the words and phrases that you can think of that are to do with love.
2. Then, divide them into 'negative' and 'positive' halves. Does every group have the same number of negative or positive terms? Do different groups have different ideas about love?
3. Use another map to examine the positive and negative themes regarding love as portrayed in Romeo and Juliet. Compare the two mind maps.

Extension task – What's love got to do with it?

Arranged marriages to cement noble or royal dynasties have been common throughout the ages. The family and court of Henry VIII provided plenty of examples. Choose one such marriage and examine the impact on the people involved (much of their feelings will have to be imagined) and the result in terms of the succession and the political scene at that time. Henry's siblings provide some great examples, Prince Arthur married Catherine of Aragon, Margaret married James IV of Scotland and Mary married Louis XII of France.

WHAT HAPPENS NEXT?

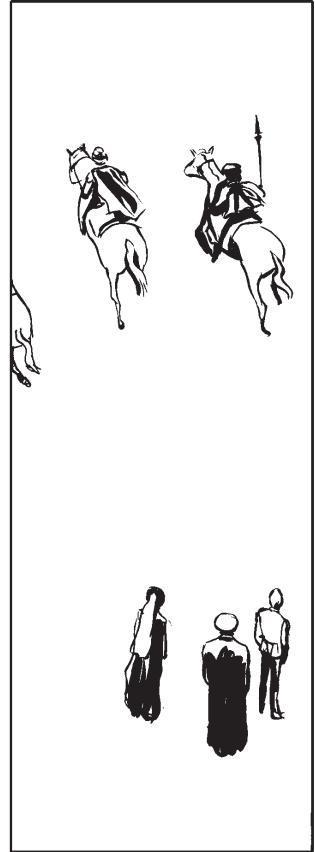
WORKSHEET 8

Look closely at the pictures on each card in the following pages. In the box, write down what you think is happening in each scene. You need to have read the play first!

Comic Card	WHAT IS HAPPENING? Describe in your own words. Try to explain what is going on in each panel and what characters are saying. Can you remember what happens next?
CARD 1	
CARD 2	

COMIC CARD 1

Romeo and Juliet Act I Scene I



COMIC CARD 2

Romeo and Juliet Act II Scene II



PERFORMING THE PLAY

WORKSHEET 9

TASK:

Divide Romeo's speech in Act 2, Scene 2, into whole sentences or phrases.



Each member of the class has one sentence or phrase. Memorise it!

You may need a lot of space for this part.

Practice saying the sentence or phrase in as many different ways as possible:

- Shout it!
- Whisper it.
- Say it in a pleading tone.
- Sing it!
- Say it in a persuading tone.
- Say it quickly!
- Say it slowly.
- Say it angrily!
- Say it as if you are apologising.
- Say it sarcastically.

- Choose a way to say or sing it that you think fits what Romeo is saying in that part of the speech.
- Everyone form a circle, standing in the order of the speech. In your circle, decide what you're going to do when you say your line. You could step forward, shake your fist, raise your arms, etc.

- Go around the circle in order, each person saying his or her sentence in turn.
- You've all performed the speech together!

Remember to use 'Shakespearean' pronunciation.

PERFORMING THE PLAY

– But soft! What light through yonder window breaks?

It is the east, and Juliet is the sun.

Arise, fair sun, and kill the envious moon,

Who is already sick and pale with grief

That thou her maid art far more fair than she.

Be not her maid, since she is envious:

Her vestal livery is but sick and green,

And none but fools do wear it. Cast it off.

– It is my lady! – O, it is my love!

O that she knew she were!

She speaks – yet she says nothing. What of that?

Her eye discourses. I will answer it.

– I am too bold. 'Tis not to me she speaks.

Two of the fairest stars in all the heaven,

Having some business, do entreat her eyes

To twinkle in their spheres till they return.

What if her eyes were there, they in her head?

The brightness of her cheek would shame those stars

As daylight doth a lamp. Her eyes in heaven

Would through the airy region stream so bright

That birds would sing and think it were not night!

See how she leans her cheek upon her hand.

O that I were a glove upon that hand,

That I might touch that cheek!



COLOUR ME IN PAGE 1



COLOUR ME IN PAGE 2



WORD SEARCH SOLUTION

WORKSHEET 5

- | | | | |
|-----------|---------------|-------------|-------------|
| SHRIFT | TYBALT | MONTAGUE | SHAKESPEARE |
| GALL | GRIEVANCE | STARCROSSED | DOCTRINE |
| ROMEO | TRANSGRESSION | JULIET | BENVOLIO |
| ROSE | BEAUTY | NURSE | CUPID'S |
| ENEMY | ENVOIOUS | AUGMENTING | ADVERSARY |
| TYRANNOUS | VERONA | PORTENTOUS | LOVE |

The word search grid contains the following words highlighted in red:

- ENVOIOUS (Row 2, Col 1-10)
- AUGMENTINGS (Row 2, Col 11-20)
- DIPUC (Row 2, Col 21-25)
- GUNITNEMGUATLABYTGESRUNTYBT (Row 3, Col 1-25)
- ESORROSEYTUAEBENIRTCODESOR (Row 4, Col 1-25)
- SARGLANEOILOVNEBRLOVEN (Row 5, Col 1-25)
- EUNALNINCESEBIADVERSARYSI (Row 6, Col 1-25)
- ROONDNIOSGOULEERAEPSEKAHS (Row 7, Col 1-25)
- AIROEVRTRTMROASSROSEEVGALL (Row 8, Col 1-25)
- EVERLEEUONNVISAUGDJENEMYJ (Row 9, Col 1-25)
- PNVEVGNRRENEOBRENOTSITLABT (Row 10, Col 1-25)
- SECVEROESEMRMHEIUTTTTELOVE (Row 11, Col 1-25)
- EENVOIOUSBACGSGTNEGNNURSEAN (Row 12, Col 1-25)
- KTYBALTNERRUUNUIVEABEAUTYR (Row 13, Col 1-25)
- ATYBALTMASMYEALAMOETNTLOVE (Row 14, Col 1-25)
- HSSTRTEATOSRMAUKGYGLENUROMS (Row 15, Col 1-25)
- SUTAOSDUNGUJSUCMEEINOROOS (Row 16, Col 1-25)
- TDAAYNGOVUTGNAPRENMEOEMPU (Row 17, Col 1-25)
- SHIEATINEAETAEVOLNIEUGATNOM (Row 18, Col 1-25)
- HPBNUNIONNOROGADVERSAARYSBYT (Row 19, Col 1-25)
- AUSOARTNULASYUSPATENVOIOUS (Row 20, Col 1-25)
- KCIREANURSLNAUETNCAVANOREV (Row 21, Col 1-25)
- EYYEBTERSGEAORFCBOJULIETSA (Row 22, Col 1-25)
- STUVASMSSESENGIYMEDISDIPUC (Row 23, Col 1-25)
- SPSGTDUGEOVNLRTTRANSGRESSION (Row 24, Col 1-25)
- PEUNGTOOURVARHLBENVOLIONTENN (Row 25, Col 1-25)
- AOINTNAYRASREVDATOMENEMYNNT (Row 26, Col 1-25)
- RTTIGNTYRANNOUSCLOBUEYTEAB (Row 27, Col 1-25)
- EENNTCAATSUONNARYTIRROSENRMRO (Row 28, Col 1-25)
- CEENURLSIRROSEEOODOCTRINEEYO (Row 29, Col 1-25)
- UTMEPYLLLOEMORYRASREVDASMTL (Row 30, Col 1-25)
- PRGMITBENVOLIOILOVNEBARREY (Row 31, Col 1-25)
- IOUGDOEMORAUGMENTINGYNOSSA (Row 32, Col 1-25)
- DPAPASFINCUPIDSJULIETMMORE (Row 33, Col 1-25)
- OPASNECNAVEIRGRTYMENEROF (Row 34, Col 1-25)
- SAOGRIEVANCEECNAVEIRGNONMV (Row 35, Col 1-25)
- NROSEENURSEAPORTENTOUSUIN (Row 36, Col 1-25)
- OEBCOTELAAPATIOOAAEBOMRSEMS (Row 37, Col 1-25)